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ABSTRACT

The eight papers presented in this collection are (1) "Bibliographic Instruction: The Librarian's Responsibility," in which Carol A. Singer discusses the place of librarians versus teaching faculty in library instruction; (2) "Bibliographic Instruction for Undergraduate Students: Development of a One Credit Course" (at Kearney State College, Nebraska) by Valerie I. Krzywkowski; (3) "The Packet versus the Workbook: Which to Use When" (in bibliographic instruction), by Scott D. Stebelman; (4) "The Coming of the Paperless Society: Fact or Fiction?" a review by Anita I. Cook of electronic communications systems and media; (5) "The French Drive for Information Ascendancy: La Telematique," in which Michael I. Stevenson describes the development of the French telecommunications system into a nationwide information network; (6) "The Causes, Measurement, and Prevention of Journal Mutilation in an Academic Library," in which Carroll Varner discusses types of mutilators, a proposed mutilation measurement system, and the use of microforms for journal preservation; (7) Joyce Thierer's "Ever Hear of Access Services?" a new library divisional concept covering circulation, reserves, interlibrary loan, stack maintenance, and other areas concerned with patron access to materials and information; and (8) "Obtaining User Input into Library Policy Decision-Making," in which Carolyn G. Weaver describes a library user survey conducted at the University of Nebraska Medical Center. (ESR)

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"IMPROVING THE USE OF LIBRARIES"

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PROCEEDINGS

From The

1983 SPRING MEETING

Of The

NEBRASKA LIBRARY ASSOCIATION

COLLEGE AND UNIVERSITY SECTION

Held At

PERU STATE COLLEGE

PERU, NEBRASKA

APRIL 14-15, 1983

Elaine A. Franco
EDITOR

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INTRODUCTION

"Improving the Use of Libraries" was the theme for the papers presented at the 1983 Spring Meeting of the College and University Section of the Nebraska Library Association. Several of the papers deal with methods of bibliographic instruction. Others explore less traditional services available to library users: access services, online reference services, an integrated telecommunications system being developed in France, and paperless communication systems in general. Two of the papers, one on journal mutilation and one on a patron survey used in setting library policies, focus on the library user.

In addition to the papers presented at the meeting, a theme address was given by Ned Hedges, Associate Professor of English, University of Nebraska-Lincoln. Two panel presentations, also on the general theme of improving library use, rounded out the program. Janet Wilke, Rebecca Bernthal, Larry Onsager, Carol Singer, Margaret Bastian, and Dana Duensing discussed "Integrated Library Instruction--Earlham Style." "CMS for ILL: Three Views," was presented by Rod Wagner, Irple Ruby, and Janet Brumm.

The Executive Board of the College and University Section thanks all of the program participants for their contributions to a successful, thought-provoking Spring Meeting.

Elaine A. Franco, Secretary
Nebraska Library Association
College and University Section

August, 1983

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BIBLIOGRAPHIC INSTRUCTION: THE LIBRARIAN'S RESPONSIBILITY

Carol A. Singer

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ABSTRACT

The results of several surveys are presented in which teaching faculty didn't identify librarians as being primarily responsible for instructing students in library skills. The relative qualifications for performing this instruction are examined for teaching faculty, particularly English faculty, and librarians. The author concludes that, while librarians and teaching faculty should maintain an extremely close relationship and coordinate their efforts, the librarian is most qualified to give the instruction in library skills.

I firmly believe that instructing students in library skills is primarily the responsibility of the librarian, rather than that of the English department, as some people have suggested. First, the librarian is, by definition, the expert in the process of doing library research. Second, library instruction, in order to achieve maximum effectiveness, should be integrated into courses of all academic ranks and disciplines. Therefore, the librarian is the most appropriate instructor of library research methods.

In 1980, John Lubans, Jr. surveyed undergraduate faculty at the University of Houston's Downtown College. He asked, "Who is responsible for students learning library skills?" Only 9 percent of the respondents identified the librarian as the sole instructor of library skills. In contrast, 30 percent identified the English department as the proper department to instruct students in the use of the library. An additional 21 percent cited both the English department and the library.[1]

Richard Dreifuss, inspired by Luban's survey, conducted a survey of the graduate faculty at the University of Missouri at Kansas City's School of Administration. When asked, "How do you expect your graduate students to learn how to use the library?" only 8 percent answered that library instruction was given by the librarian in their classes. In fact, only 14 percent acknowledged the need for formal library instruction at the graduate level. Twenty-five percent of the faculty acknowledged a need for informal bibliographic instruction by indicating that they expected the students to ask a librarian if they needed help.[2]

Admittedly, these were surveys of a relatively small number of faculty at only two institutions. However, I believe that the results might be similar at many other colleges and universities. In browsing through the literature of librarianship,

1. John Lubans, Jr., "Let George Do It," p. 121.
2. Richard A. Dreifuss, "Library Instruction and Graduate Students: More Work for George," p. 121.

one cannot help but be struck by the number of complaints about faculty attitudes toward the library or by the volume of the literature on fostering faculty cooperation. Certainly, if the decision about who was to perform bibliographic instruction was made on the basis of faculty perceptions, one might conclude that such instruction was the perview of the English department.

These surveys were, however, not intended to determine which department was the more qualified to instruct students in library skills, but were, rather, examinations of faculty perceptions. A determination of who should teach bibliographic skills would more properly be made on the basis of which group is more knowledgeable about the subject to be taught. According to the Policy and Planning Committee of ACRL's Bibliographic Instruction Section: "the primary role of bibliographic instruction is to provide students with the specific skills needed to successfully complete their assignments. But, in addition, bibliographic instruction should also serve the more general function of preparing students to make effective life-long use of the library regardless of specific course work."[3] There doesn't seem to be anything in this statement that would necessarily preclude the instruction being performed by the English department.

However, the committee goes on to list eight pages of

3. American Library Association, Association of College and Research Librarian, Bibliographic Instruction Section, Policy and Planning Committee, Bibliographic Instruction Handbook, p. 36.

goals and objectives of an undergraduate bibliographic instruction program. These objectives include such general objectives as student recognition of both the library and the librarian as sources of information, familiarity with library resources and procedures, and the ability to use library resources. Under each of these terminal objectives the committee has listed enabling objectives. These enabling objectives are specific and include a knowledge of the structure of information in specific fields, evaluation of resources, and use of search strategies.[4]

These subjects are all well within the area in which the librarian is the expert. Jesse Shera said that in the past many people, including librarians, felt that the goal of the library was to provide "The Best Books for the Most People at the Least Cost." "The library may from time to time assume certain marginal functions, but its basic purpose remains generically the same - a link in the communication chain that is concerned with the custody of recorded knowledge. Its fundamental concern is with the communication of knowledge, ideas, thought, but because these intangibles are embodied in physical objects - books and other graphic records - it is easy to mistake the physical object rather than its intellectual content as the reality."[5]

It is the explanation of this communication chain that

4. Ibid., pp. 37-44.
5. Jesse Shera, "Librarianship, Philosophy of," p. 314-315.

is the basis of bibliographic instruction. Librarians are concerned everyday with ensuring that information is organized in such a manner that it is retrievable by a trained researcher and that, therefore, this communication chain doesn't break. Librarians may be regarded by some as book specialists, but they are information specialists in the truest sense of the word.

Teaching faculty should be proficient in the structure of information in their fields, but rarely have they studied the structure of information in other fields. In fact, Evan Farber said that at Earlham College: "teaching faculty are discouraged from giving library instruction, and even from preparing explanatory material for assignments that entail bibliographic tools, without consulting with librarians. For too many times we've found such explanation incomplete or incorrect."[6]

A similar outcome would be expected if the librarian attempted to teach students how to write. The most effective method of bibliographic instruction involves both the teaching faculty and the librarian, each contributing according to his/her own strengths.

Another difficulty posed by the idea of bibliographic instruction being an area of responsibility of the English department is the necessity for library instruction to be a

6. Evan Ira Farber, "Libary Instruction Throughout the Curriculum: Earlham College Program," p. 157.

planned series of graduated assignments in many disciplines and academic ranks.

First, students may choose to take only one composition class and never take advanced composition. Therefore, the English department may have the opportunity to instruct that student in methods of library research in only one class, a class, moreover, that is designed to teach students how to write. Since the ACRL committee identified eight pages of objectives for undergraduate library instruction,[7] it would be unfair to expect the English composition instructor to meet even half of those objectives in addition to teaching writing skills.

Obviously, some of the bibliographic instruction must be done in classes within other academic disciplines. The English department would be unable, both in view of their teaching responsibilities within the English department and because of their lack of knowledge of the structure of information in fields outside of English, to conduct the level of library instruction demanded in these other academic disciplines.

This course-related library instruction is recognized by many librarians in this country to be the most effective method currently being used. Earlham College has one of the most famous of the course-related library instruction programs. Their program serves as an example of an effective library instruction program for undergraduates. The first level of

7. American Library Association, pp. 37-44.

instruction is freshman orientation. The second level is done in conjunction with a long paper assigned to the freshman composition classes. This level concentrates on locating appropriate sources for a term paper using a basic search strategy. The third level is dicipline-specific and usually is scheduled in the foundation course in each major. It introduces the student to the structure of information in that field. The fourth emphasizes advanced techniques in subject disciplines. The librarians teach the library skills, but the assignment is designed by both the faculty member and the librarian.[8]

Evan Farber, who believes that cooperation between the faculty and the library is essential if course-related instruction is to work said: "We feel that while the teaching faculty have the central responsibility in the education enterprise, librarians can help them carry out that responsibility much more effectively and at the same time enhance it. While the two groups - teaching faculty and librarians - can and should work together, neither one can do the other's job."[9]

It is this division of labor on the basis of competence that results in effective and relevant bibliographic instruction. When the librarian and the faculty in each academic discipline plan assignments and coordinate efforts, the students benefit because they are being taught by the most knowledgeable person

8. James R. Kennedy, Jr., "Integrated Library Instruction," pp. 1451-1453.
9. Farber, p. 157.

in each area.

In a recent article, James Ford stated that neither the English faculty nor the librarian is knowledgeable about the entire process of researching and writing the term paper. He suggests, and this would be applicable for academic disciplines other than English: "teachers and librarians need to work in an extremely close relationship, each knowing to a considerable extent the responsibilities and capabilities of the other. Though the degree of knowledge will differ, both should know the nature of the assignment as well as the resouces and methods available for its completion."[10]

10. James E. Ford, "The Natural Alliance between Librarians and English Teachers in Course-Related Library Use Instruction," p. 380.

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BIBLIOGRAPHIC INSTRUCTION FOR UNDERGRADUATE STUDENTS: DEVELOPMENT OF A ONE CREDIT COURSE

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ABSTRACT

A one credit course in bibliographic instruction was offered for the first time during the 1983 spring semester at Kearney State College. The course is taught using a lecture/practice format by a librarian under the sponsorship of the English Department. It is designed for undergraduate students who want to thoroughly learn about library research tools and techniques within a structured, theoretical framework. It complements the library's other bibliographic instruction programs consisting of library orientation for English 100 students and course related instruction for advanced students. Reasons to offer the course through the English Department, the course approval process, and the course outline are discussed. The outline with objectives and a description of the course project are appended.

In the mid-1800's, the perceptive politician and writer, John Godfrey Saxe, made the following observation about libraries. He said:

I love vast libraries; yet there is a doubt,
If one be better with them or without, --
Unless he use them wisely, and, indeed,
Knows the high art of what and how to read.
--from The Library[1]

In the years since this observation was made, the library profession has done much to improve the bibliographic instruction programs offered to library users. Like most other college and university libraries, the Calvin T. Ryan Library at Kearney State College understands the necessity of educating the library user, and has been offering formal bibliographic instruction to undergraduate and graduate students for a number of years. Our program consists of three components besides the instruction we offer at the Reference Desk. Two of these are well established and the third has just recently been developed. A brief introduction to the two established components will lead to a discussion of the purpose and development of our recent addition, a credit course in bibliographic instruction for undergraduate students.

Existing Bibliographic Instruction Programs

Our first and most basic instruction effort consists of a one hour orientation lecture presented to most English 100 sections. The lecture is accompanied by slides and consists

1. Long, Ballads of Books, p. 68

of segments introducing students to the card catalog, periodicals, indexes, reference materials, government documents, and ERIC. About thirty-five to forty presentations are given mainly during the fall semester. As with most programs, this one also has both its strong and weak points. On the strong side, since most students take the required English 100 during their Freshman year, nearly all of our incoming students receive at least a basic introduction to the library. On the weak side, however, is the inescapable feeling that some students need more instruction than that which can be given during an hour. For example, we tell our students about our divided card catalog and how Library of Congress subject headings are used in the subject catalog, but we can't expect that all students will actually be able to use LC subject headings with confidence after the lecture is over. During the lecture, the librarians concentrate on library orientation because of the constraints of the one-hour format, and assume that the students will be able to ask informed reference questions when they come to actually use the resources we introduce to them.

Our second bibliographic instruction component consists of course related lectures presented by liaison librarians at the request of faculty members. Seventy-one of these lectures were given during the fall semester 1982, reaching 2,085 undergraduate and graduate students. These lectures are well-received by the students and are invaluable to

them since the lectures are tailored to meet a specific need. The students are motivated to listen and learn since they will actually have to use the information to complete a class assignment. Although very effective, this bibliographic instruction program also has some identifiable weak points. First, the skills and tools taught for one class may not always transfer to other library assignments the students may have in future semesters. Although the librarians teaching these classes do teach search strategy and how the literature of the discipline at hand is structured, some students cannot absorb this information well enough after one class session to apply it to different assignments or to different disciplines. Secondly, the same professors usually bring the same classes over every semester. Some students will not receive this course related instruction if their instructors do not see the need for it.

Reasons To Offer The Course

After studying the strong and weak points of the above two instruction programs, the library administration appointed me to recommend any additions or changes to the program to improve the bibliographic instruction offered to Kearney State College students. I was given one semester free of Reference Desk duty to make the recommendation and begin its implementation. A one credit elective course in

bibliographic instruction was recommended based on the following reasons:

1) Our programs offering basic orientation and course related instruction are well established and accepted by the college community. These programs should remain intact in their present form.
2) Because of their structure, our established programs do not allow us to thoroughly teach the theory of library research. To be competent library users, students should be able to analyze a research problem, comprehend how the literature of different disciplines is structured, and understand the basics of search strategy. A formal course provides the time and structure required to teach this research theory in a measured and thorough manner.
3) Many students are satisfied with the instruction they receive through our other two programs or with the help they obtain at the Reference Desk. Although librarians would like to see all students well versed in research theory and adept at using myriad research tools, many students at the undergraduate level are rightfully satisfied with knowing how to use the card catalog and a few good indexes. An elective course in bibliographic instruction can be designed for only those motivated undergraduate students who want to

learn more about library research than that which they can learn through our other programs.

4) Some students may not take English 100 at Kearney State College or may not be enrolled in a course that receives course related instruction. An elective course would be available for such students who need or want formal instruction but who, because of circumstances, do not receive it through our established programs.

Keeping these reasons to offer the course in mind, the following objectives for the course were then articulated:

1) The student will understand the development of information sources and the implication this development has on the formats of material and types of tools produced by different academic disciplines.

2) The student will become acquainted with the existing sources of information in various fields, and will develop the ability to access and use these sources.

3) The student will be able to design a logically ordered, systematic search strategy for a topic related to outside coursework or of personal interest and will demonstrate this ability by compiling an annotated bibliography for the topic.

Choosing A Sponsor For The Course

The recommendation to offer a credit course with the above objectives was accepted by the library administration in early spring of 1982. Since the library is not considered an academic department, we now had to find a department on campus that would sponsor the course. Several possibilities existed:

1) the Educational Media program, which offers a minor in library media to Education majors
2) the Learning Skills Center, which offers one credit courses to develop skills such as listening and note-taking and study skills
3) the English Department

The English Department was chosen to sponsor the course for several reasons. First, we have had a long-standing working relationship with the department to offer basic instruction to incoming students through English 100. Since this base of support for library instruction already exists in the department, any discussions with the faculty worked from that base. The department understands that students need basic skills, such as the compositional skills they teach through English 100, to be successful in college and in their jobs after college. They have also come to view library research skills in this same light. The English faculty recognized the value of this course for their own majors, but also recognized the interdisciplinary nature of the course and realized that it would not be designed solely for English majors. In informal discussions, the head of the department enthusiastically approved of such a course for the above reasons.

The Course Approval Process

After just one formal meeting with the head of the

department, we proceeded to have the course formally approved by the English faculty and then by the college's Academic Affairs Committee. Contrary to what I was prepared for, both meetings that I attended to seek approval went very smoothly. After discussing the objectives, outline and targeted audience for the course at a departmental meeting, I gained unanimous approval from the English faculty to teach the course through their department. I then presented my case to the Academic Affairs Committee in April of 1982. The Committee voted unanimously to add the course to the college curriculum. At these meetings, I expected to be questioned about the viability of such a course and was prepared to offer comments to justify its need. Rather, the faculty, especially those forming the Academic Affairs Committee, expressed their pleasure to see the library aggressively taking steps to expand the bibliographic instruction offered to students.

The course is officially named English 110 "Use of Library Resources." It is offered for one graded credit which can be applied to graduation but which does not count towards fulfilling the General Studies requirement. It runs for eight weeks twice a semester and can accommodate up to approximately fifty students each semester. A librarian teaches the course with no remuneration from the English Department. This last point was the only aspect of the course that was questioned by some of the English

faculty at their departmental meeting. They questioned why the library wanted to undertake teaching this course without any reimbursement from the department for the time spent teaching. They also wondered whether or not the library would look for reimbursement if there would be demand for more sections in the future. The answer to these questions was simple, since our motives for offering the course are genuine. We developed it for the reasons stated earlier with the goal of improving the use of our library resources. Certainly, the course will help to increase the library's visibility on campus and will concretely show that librarians are involved with the instructional programs of the college, but these motives are purely professional in nature. If enrollment does grow to the point where our library does not have adequate staff to teach the course in its present lecture format, we plan to experiment with other teaching methods such as workbooks, videotape, computer-assisted instruction, or a combination of various modes. The important point is that we have placed the course within the academic structure of the college, and are free to vary our teaching methods as need demands.

The Course Outline

The course outline reflects the three objectives of teaching theory, titles, and skills that I stated earlier.

The sixteen hours of contact time that are required to earn one credit easily accommodate both theory and practice. The first three class sessions cover the development of disciplines and question analysis, and include such topics as how library materials evolve as an idea or a discipline develops over the years, the difference between primary and secondary materials, when and why to consult different types of tools during the research process, and how to analyze a research problem and break it into its component parts.[2] These concepts provide a framework for doing research that helps the students to approach the library in a logical rather than a haphazard manner. They also make bibliographical skills transferable. If information about the library is presented within this larger framework, the student should be able to transfer his knowledge about the library to different libraries, to different levels of library research, to different disciplines, and to different periods within his life.[3] It is difficult to adequately convey these concepts at the Reference Desk, and they can be presented only hurriedly during course related instruction. The advantage of a formal course is the opportunity to cover these abstract concepts in a thorough manner.

2. Much of the material presented during the first three sessions is based on the research theory presented in Beaubien, Hogan, and George, Learning the Library, pp. 65-108.

3. Ibid., pp. 66-67.

The rest of the course outline reflects the second and third objectives of teaching about specific research tools and developing the skills to use them. Sessions are devoted to the card catalog, periodical indexes and abstracts, newspapers and news reporting services, fact tools, bibliographies, government documents, special collections, and library technology. Lectures are followed by hands-on experience with tools that have been chosen to complement the variety of academic majors represented in the class. The lecture/practice format is ideal, since each of the above tools can be discussed in relationship to the theoretical framework presented in earlier sessions. For example, use of the tools can be discussed in relationship to search strategy, or whether they help to access primary or secondary materials.

Publicity

"Use of Library Resources" was taught for the first time during the first eight weeks of the 1983 spring semester. Enrollment was definitely not overwhelming, but the seven students who enrolled for the course have been dubbed the "Lucky Seven" by a faculty member who thinks highly of our program. Based on discussions with students, with academic advisors, and with faculty, I believe that the fifty students that the class can accommodate each semester is a reasonable market that does exist on campus.

In order to reach this market, an effective public relations program is imperative. In anticipation of the fall semester, posters and fliers announcing the course were displayed in the library, in the academic advising office, in the career planning office, in the English Department, and in the cafeteria serving dormitory students. Fliers were also distributed to all students enrolled in learning skills classes. Such out-of-library advertising is obviously necessary and will have to continue for the program to achieve its objective of improving the use of our library resources.

Conclusion

The students who have just completed English 110 performed exceptionally well on their final examinations and course projects. In future semesters pre-testing will be used in conjunction with the final test as one measure of course effectiveness. Pre-testing was not done this semester, but the students did complete a subjective course evaluation at the end of the course. The results are encouraging. All of the students strongly agreed that the course helped them understand the organization of library materials in their own field, that the content of the course was appropriate for their needs, and that they expect to use the tools that they learned about in the future. One student believes that the course should be

required for graduation. That is something to think about for the future, but in the present one very important question still needs to be examined. Based on the size of our targeted audience and enrollments in relation to the time spent teaching the course, is the course an effective use of our library staff's time? The Calvin T. Ryan Library staff believes so. The course is necessary because it has added the missing link to our bibliographic instruction program. We now offer library orientation for beginning students, course related instruction for advanced students, and a credit course for students who want to formally explore the tools and techniques of library research. This threefold effort should help our students to become, as Mr. Saxe puts it, wise library users.

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APPENDIX A

ENGLISH 110 USE OF LIBRARY RESOURCES
COURSE OUTLINE

SESSION 1: INTRODUCTION TO THE COURSE AND TOUR OF THE LIBRARY

1. The student will be able to describe the scope and content of the course.
2. The student will understand the requirements of the course.
3. The student will identify the major areas and services of the library.

SESSION 2: THE DEVELOPMENT OF DISCIPLINES

1. The student will understand how a discipline develops.
2. The student will understand the types of material that are produced during each stage of a discipline's development.
3. The student will understand the difference between primary and secondary materials that are produced as a discipline develops.

SESSION 3: QUESTION ANALYSIS

1. The student will recognize the many aspects of an apparently simple research question.
2. The student will learn to perform question analysis of his/her subject bibliography topic or of an assigned topic.

SESSIONS 4 & 5: THE CARD CATALOG

1. The student will distinguish between the author, title, and subject approaches to the card catalog.
2. The student will be able to use LC subject headings to locate books by subject in the card catalog.
3. The student will learn to use LC call numbers to organize books.
4. The student will understand how cards are filed in the card catalog.
5. The student will understand the strengths and limitations of the card catalog.

SESSIONS 6 & 7: PERIODICAL INDEXES AND ABSTRACTS

1. The student will understand the difference between indexes and abstracts.
2. The student will comprehend how index terms are applied to articles and how the vocabulary used to describe subjects differs in various indexes and abstracts.
3. The student will identify and learn to use relevant indexes and abstracts to locate information for his/her subject bibliography topic.

SESSION 8: NEWSPAPERS AND NEWS REPORTING SERVICES

1. The student will recognize the advantages and disadvantages of using newspapers as research materials.
2. The student will be able to locate and use both current and back issues of newspapers.
3. The student will be able to use various newspaper indexes and news reporting services.

SESSION 9: FACT TOOLS

1. The student will learn to use fact tools to answer questions before and during question analysis.
2. The student will be able to define the encyclopedia as a type of tool that gives an overview to a subject at the beginning of a search strategy.
3. The student will be able to locate different types of fact tools through the card catalog.

SESSION 10: BIBLIOGRAPHIES

1. The student will understand the concept of a bibliography and a bibliography of a bibliography.
2. The student will identify bibliographies useful for researching his/her chosen bibliography topic.
3. The student will be able to organize a bibliography according to accepted bibliographic standards.

SESSIONS 11 & 12: GOVERNMENT DOCUMENTS

1. The student will differentiate between a government publication and a trade publication.
2. The student will be able to define the different types of materials produced by the various government agencies.

3. The student will understand how government publications are organized in the library.
4. The student will identify and be able to use the basic tools for retrieving government publications.

SESSION 13: SPECIAL COLLECTIONS THROUGHOUT THE LIBRARY

1. The student will understand the composition of and access to collections in the library such as ERIC, LEL, LAC, and the American Periodical Series.
2. The student will recognize the types of materials that are housed in the library's Archives/Special Collections room.

SESSION 14: LIBRARY TECHNOLOGY

1. The student will comprehend the need for automated processes in the library.
2. The student will understand the library's uses of OCLC and will recognize OCLC as an automated reference source.
3. The student will understand why computerized information retrieval systems have developed and will define the pros and cons of computer searching.

SESSION 15: TEST

1. The student will complete the requirements of the course by turning in his/her subject bibliographies and completing a test.

SESSION 16: DISCUSSION OF TESTS AND BIBLIOGRAPHIES AND COURSE EVALUATION

1. The student will be able to evaluate his/her own mastery of the material presented in the course after receiving his/her graded test and bibliography.
2. The student will evaluate the course on a form provided by the instructor.

APPENDIX B

ENGLISH 110 USE OF LIBRARY RESOURCES
COURSE PROJECT

Deadlines

Session 3--Select topic

Session 15--Course project due

Purpose

The course project is designed to help you become familiar with the major research tools in your field. It will allow you to demonstrate your efficiency in using these tools to locate relevant library materials dealing with your chosen topic.

Scope

The course project will consist of an annotated bibliography containing two sections. The first section will be a short introduction (not longer than one typed page) describing your chosen topic and summarizing the amount of research that has been reported in the literature for your topic. The second, main section of the bibliography will consist of fifteen items that you have located in the Calvin T. Ryan Library dealing with your topic. These items may consist of: encyclopedia articles, books, journal articles, government documents, non-print materials, ERIC documents, newspaper articles, etc. Each item should be cited in proper bibliographic form (see section below) and the annotations should clearly explain the content and purpose of each item. The bibliography should be neatly and accurately typed.

Topic

Choose a topic in your major field of study, so that you can acquaint yourself with the major research tools in your field. If you have not yet declared a major, choose a topic of personal interest. The topic can be broader than an actual term paper topic, since a broad topic will allow you more room to explore your field. However, if you are assigned a term paper for another class, by all means use the same topic and get a head start on your paper.

Bibliographic Form

Use one of the following style manuals to complete your bibliography:

*LB 2369 .C3 1978
Campbell, William Giles. Form and Style: Theses, Reports, Term Papers. 1978.

*LB 2369 .M165x
Modern Language Association. MLA Handbook for Writers of Research Papers, Theses, and Dissertations. 1977

*LB 2369 .T82 1976
Turabian, Kate. Students Guide for Writing College Papers. 1976

Please note which style manual you will use in the introduction to your bibliography. If you want to use a style manual designed for a specific discipline, also note this in the introduction.

THE PACKET VERSUS THE WORKBOOK: WHICH TO USE WHEN

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ABSTRACT

Much library literature discusses the advantages of self-paced instruction, especially for Freshman students. This instruction is usually given through "packets" or "workbooks," which students complete in a specified period of time. Because the terms are often used interchangeably, an attempt will be made to provide a more precise definition and to examine the strengths and weaknesses of each format. It will be argued that whether one chooses the packet or the workbook, the concepts and tools covered must be tied to specific classroom objectives.

For the past several decades librarians have believed that instruction in the use of libraries is an important skill for students to acquire. What good, we ask, is it to collect thousands or millions of books, and have them sit idly on our shelves? Students are frequently given assignments that require library research, but when they enter our doors they often don't know the reference desk from the circulation desk, or Interlibrary Loan from the Microform Room. Aside from any physical orientation to the building, they often don't have the slightest idea how to find

any research materials other than the monographs listed in the Public Catalog.

In order to improve students' skills in using the library, librarians have tried several different instructional formats. I would like to discuss briefly the advantages and disadvantages of each.

Tours. They last only 50 minutes, students can visit many sections of the library in that time, and you don't have to grade anything. Disadvantages: it's a passive form of instruction that doesn't require any intellectual contribution from the student; hence it is boring to the librarian and the students. Because it is boring, very real learning occurs; it also reinforces negative stereotypes about libraries and librarians--that we're boring and mechanical. With that stereotype prevailing, why would a student choose to approach such a person for advice?

Classroom instruction. Much better than tours, because students have to do assignments which demonstrate their understanding of the concepts discussed. But to get to the assignments, students have to suffer through the lectures. And I ask you to recall your own experience as a library school student--how exciting was it to hear how U.S. Statistical Abstracts was organized?

Slide/tapes. Visually stimulating and entertaining, but students can't view the slides at their own pace (unless it is point-of-use instruction) and assimilate the information

effectively. If students are tested on the information after the presentation, it is important that they also have hands on experience; even if this is ensured, however, there will still be the drawback of their not having the instructional materials to review and answer questions.

Computer-Assisted Instruction. Great tool for getting their attention in this age of video games; also has the advantage of being an interactive mode of instruction--students have to answer questions before they can progress to other skills. CAI is easy to grade--the computer does the scoring. But students cannot carry a terminal with them into the stacks, so what happens if a question arises? Do they run back and forth from the terminal?

Self-paced printed tools. The best of all formats for reaching large numbers of students, because (1) students can learn at their own pace, (2) it is an interactive mode of instruction, (3) they don't have to fear classroom humiliation when the teacher calls on them and they don't know the answer, (4) teachers don't have to relinquish classroom time for the library--this is important when they have a tight syllabus, (5) it can be graded by library staff and returned to the instructor, (6) it can be tailored to the specific research interests of students, (7) it can be designed in such a way as to provide hands on experience to the student in how to find materials, and (8) students have something tangible to keep for future reference.

Because self-paced instruction is such an attractive and

effective learning tool, it is easy for librarians to abuse it. At this point, and for the sake of clarifying assertions I am going to make in the paper, I want to distinguish between 2 self-paced formats: the packet, and the workbook. Unfortunately, the two terms are used interchangeably in the professional literature, one never knowing how modest or ambitious the author's pedagogical objectives are.

The packet I will define as a printed, self-paced instructional tool that teaches basic library concepts and skills. What do I mean by "basic?" I would use the definition established by Donald White in a recent article: "'basic'...includes those skills and resources that all students must master in order to retrieve materials and find information, regardless of their subject matter."[1] Examples of basic skills include learning how to recognize the different bibliographic elements on a catalog card; learning how to use newspaper and periodical indexes; and working with microforms. At UNL we use a packet in our Freshman library instruction program. I will pause to give you a chance to familiarize yourself with the packet I handed out.

The workbook I will define as a printed, self-paced instructional tool that teaches either basic and advanced skills, or just advanced skills. The key word is obviously "advanced." How do I define advanced? Advanced skills are those that are subject specific. Learning how to use the International Encyclopedia of the Social Sciences, the Monthly Catalog, or Magills Cyclopedia of

Literary Characters are advanced skills because not every student will need to use these tools in his or her courses. And if they do, at the time they take the course is the time when the tool should be taught. Otherwise, the tool lacks, in 60's argot, "relevance" in the student's academic life, and we get back to reinforcing stereotypes, the student seeing library work as busy work and having no practical application. At this point I'll give you a few moments to look at the photocopied pages from the Penn State workbook.

Some of you may be wondering if I am constructing a straw man argument, that common sense dictates one does not teach advanced tools to Freshmen. Yet I have seen workbook after workbook, from that used at UCLA, Pennsylvania State, and numerous other institutions, ask students to master the advanced tools I have just mentioned--and more. I myself have been tempted in this direction. This year I revised the Freshman packet to include a section on the Library of Congress Subject Headings. As I think of revising the packet for next year, I contemplate adding additional sections on biographical encyclopedias, statistical sources, etc. I could easily expand our 15 page packet to a 60 page workbook, but to what end? Several years ago I thought "bibliographic literacy" should be defined as an undergraduate's ability to identify and use all major index and abstracting services; to work knowledgably with government documents; and to be able to answer arcane factual questions. But in the last two

years I have changed my mind. I want to restrict instruction only to those skills which are basic; to do so I need to stick with the packet.

Does that mean that workbooks teaching advanced skills are always inappropriate? Not at all. But they should be developed and made available for advanced or highly subject specific courses. This is what St. John's University has done with their biology students.[2] Librarians first teach them how the library is organized and how to retrieve materials; then it provides them with a biology workbook which teaches them about specialized reference tools germane to their discipline (for example, the McGraw-Hill Encyclopedia of Science and Technology and the Science Citation Index) and about research strategy. Students learn new tools only when they have conceptually mastered old ones and, more important, only when they are needed in their coursework.

In summation, I believe it is important for us as instructors to ask ourselves these questions: (1) What does the student need to know? (2) Why does he or she need to know it? and (3) Which format, the packet or workbook, is most appropriate? Students carry enough stereotypical baggage with them when they enter libraries; we don't need to perpetuate these myths by force feeding them perfunctory exercises.

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2. Constance Miller, "Biology Library Workbook," 1979, ED 194 101; see also Emily Montez Bryson and Roland Dale, "Library Research Manual: The Health Sciences," 1981, ED 217 853.

THE COMING OF THE PAPERLESS SOCIETY: FACT OR FICTION?

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ABSTRACT

It would seem clear that librarians must begin to give serious consideration to what the library of the future may look like. Though the "traditional" library will still be feasible for some time to come, it is important that the profession identify the actions needed to move us from dealing almost exclusively with print on paper to dealing with electronic media. Some examples of the technology which is currently being used in such industries as newspaper publishing, postal services, intelligence agencies, and libraries are presented in this paper to give the reader a feel for the state-of-the-art while also offering a glimpse at what the future may hold.

Since the invention of printing from movable type in the middle of the fifteenth century, intellectual communication has been largely dependent on the printed word. Though we tend to take this particular medium for granted, can we assume that it will always be the major vehicle for communication in the future? Clearly, if the explosion in information continues on its present course (growing exponentially), the containment of it on paper seems unreasonable and impractical. It has been estimated that

under the present projections, the Yale University Library would need a permanent staff of 6,000 persons in the year 2040 to cope with the books and research reports that would be coming annually into the library. Due to economics alone, this is clearly not possible.

Then what are we to do? How will this vast amount of information be collected, stored, and disseminated? One possibility would be through the rapid expansion of computerized data bases. Other possibilities include computer produced and retrieved microfiche and microfilm. These technological areas have seen a tremendous growth in the last decade, making the "paperless society" more of a possibility than ever before. Mass storage techniques, utilizing magnetic tapes and disks, are currently able to store an entire library's collection of books with the full text. The new bubble memory technology has made huge storage areas with nano-second access time feasible. Data storage costs continue to decrease at an annual rate of 20 percent. Another promising development is the area of holography. This is a recording technique which can be used for the storage and retrieval of information. This technique allows packing densities of one megabit/cm^2 with a readout of 750 megabits per second.

Other advances are being made in the communications of data. Fiber optics is a fairly new technology that offers improved computer communications. The benefits of fiber optics include greatly increased bandwidth, absence of "crosstalk", increased safety, reduced cost, and dramatically reduced cable weight.

Satellite communications are also promising to have a profound effect on data dissemination.

Alvin Toffler's "third wave" seems to be at hand, and it is time that librarians sit up and take notice. The following is perhaps only a small glimpse at what the future may hold. The technology represented here has already been developed and is being used today. What one must decide, then, is whether the coming of the paperless society is a fact, as many would have us believe, or does it exist only in the imagination of a few?

The Future is Now??

Microcomputers have had an enormous impact on society. They are now found in almost every walk of life from home to work to play. Across college campuses today, they are proliferating at an alarming rate. One prediction is that there will be 20 times as many microcomputers in use on American college campuses in 1985 as there were in 1980. Another predicts that, within 20 years, computers will replace the book as the "major delivery device in bringing education to students". Surely, this must be an alarming statement even to the most broad-minded of us. Where will this proliferation lead us?

Though there well may be some resistance to this new technology, the microcomputer is definitely here to stay. Many educators have realized its potential for disseminating information and cutting down on workload. Two colleges (Clarkson College of Technology in Postsdam, New York and Stevens Institute of Technology in Hoboken, New Jersey) are currently requiring that their students

purchase a microcomputer upon entering college as freshman. By the time they graduate, they will own the microcomputer and will have thousands of hours of computer experience. The micros are kept in the student's dorm room and are used to do assignments and to access other computers. Assignments upon completion are transferred to the teacher's microcomputer where they are graded and returned. Thus, paper is avoided completely, saving both time and expense. Other institutions are being quick to follow suit including Carnegie-Mellon in Pittsburgh, Pennsylvania and Union College in Lincoln, Nebraska. It is a start of a computer literacy campaign where the main goal seems to be bringing faculty and students up-to-date with the newest in computer technology and preparing them for the future.

Telecommuting is also becoming popular. A new term, telecommuting basically means performing one's work at home via a phone line, hooked to a terminal or microcomputer. This high-tech form of the cottage industry was heralded in 1980 by Alvin Toffler in his book The Third Wave. Toffler describes the electronic cottage in great detail and suggests that its advent will "alter our entire economy, our cities, our ecology, our family structure, our values, and even our politics."

Though one may doubt such a drastic effect, there is evidence that such a concept is possible and does offer a rather different view of the work place. International Resource Development (IRD), a market research and technological assessment firm in Norwalk, Connecticut estimates that over 10,000 people in the U.S. are

currently telecommuting. Jack R. Niles, director of the Center for Futures Research, Information Technology Program, at the University of Southern California's Business School, who actually coined the term "telecommuting", predicts that 20 percent of the nation's information workers--secretaries, managers, and professionals--would be telecommuting by the year 2000. Already 30 to 35 corporations across America have developed telecommuting programs including the Continental Bank of Illinois in Chicago. They have people from their word-processing and financial services departments working at home vis-a-vis a computer. Control Data Corporation (CDC), a prominent computer company in Minneapolis set up a "homework" (another synonym for telecommuting) program in 1978 to train handicapped employees on CDC equipment as computer programmers. The program was so successful, that in 1979 they opened it up to other employees and now have more than 80 computer programmers, administrators, and managers working at home.

There are some disadvantages to telecommuting which have been pointed out since its onslaught. There is a lack of interpersonal communication and often a feeling of isolation on the part of the employee. Some fear the danger of creating an electronic sweatshop in which people are forced to work long hours to maintain quotas while not benefiting from vacation and sick leave awarded to those who work at the office. There is also a fear that women will be exploited since they are the ones who usually desire to remain at home while their children are young.

Though these fears are well-founded, the fact still remains

that telecommuting is a viable concept and its popularity will most likely increase in the next decade. This trend towards decentralization will certainly have an effect on how information is disseminated. It may be, as F. W. Lancaster predicts, that the library of the future may not be contained in a building, but rather in computer banks which are accessed from the comfort of one's own home. Librarians of the future may well become freelance consultants and work from their own homes, providing consulting services which may entail indepth information searches that could be tailored into a concise and personal form for a particular customer.

Of course, this scenario is only one of many which have been predicted for the next century. Though these scenarios seem somewhat farfetched by many standards, one must face the fact that many of the technologies required for such a paperless society are already in existence. Electronic mail, a relatively new concept, is already seeing widespread use. It allows people to receive their daily mail and messages in digital form over in-home or in-office computers. Several commercial firms have sprung up in the last couple of years offering such services. One of these is the CYBERTEK Computer Products company, who is now offering an electronic mail system for medium to large size companies. They advertise the ability to send letters at a cost savings of 25 to 50 percent of the average cost of $5.60 for a printed letter. The added benefit--they can be delivered in seconds.

President Carter endorsed the limited use of electronic transmission of mail in July, 1979. The Postal Service has

indicated it is ready to proceed with two major electronic delivery systems over the coming years. The first phase allows companies to communicate directly with other companies. The second phase is not slated for implementation until the year 2000, and would allow individuals to send handwritten letters electronically. Unfortunately, the sentiment of the Congress has shown a reluctance to support such a government service, but instead encourages the private sector to provide a cheaper, more reliable service. At last report, the Postal Service is seeking bids from commercial firms to jointly offer the service.

Great Britain's Postal Service already offers an electronic mail delivery service called Prestel (formerly known as Viewdata). Prestel uses the telephone lines to bring information on train, bus, or airline schedules, consumer information, pages from newspapers, journals, or books, as well as electronic letters and messages. In 1980 there were some 25,000 homes and another 25,000 businesses using the system, and it is estimated that there will be three million connected by the end of 1983.

The Source, here in the United States, is an americanized version of Prestel. These electronic newspapers offer a variety of services including current news, weather, financial reports, sports, and so forth, and they bring it to you at the touch of a finger. Since the information is taken directly off the wires, it is the most up-to-date information available. Not only can you catch up on all the news, you can also make airline and hotel reservations, take French, German, or Italian lessons, or shop for

clothes or household items--all without leaving your chair.

The intelligence community is also getting into the act. The Central Intelligence Agency (CIA) and the Defense Intelligence Agency (DIA) have consolidated their resources to create a "paperless" information system called SAFE (Support for the Analysts' File Environment). The system is designed to provide intelligence analysts with a set of tools to assist them is preparing their intelligence reports for the nation's policy-makers.

The CIA estimates that when SAFE is in full operation that it will do away with a minimum of 10 million pieces of paper annually. The system combines computer storage with microfilm storage to make information available to some 1350 professional intelligence analysts. Currently, these people depend heavily on their personal files and to a somewhat lesser degree on a central library. Their information needs often parallel those in the academic and industrial realms. These professionals require thousands of pieces of information, that need to be read and processed daily.

The volumes of items retained for intelligence purposes has grown to an unmangeable size in the past few years, and has become the major factor for the agencies attempting to convert to paperlessness. Their chosen options have been to convert to microfilm and machine-readable data bases. The advantages of this are numerous, such as the ease of dissemination, improved search capability, decreased paper handling, etc.

Though they found that paperless certainly had its advantages, they also discovered its problems. One problem is the cost involved

in converting to paperless. This cost would be prohibitive if the agencies were to convert all of their documents. Another problem is the human factor--paper is more readable and far more "caressable". It seems that the analysts have developed a love for paper and are a little reluctant to give it up for a seeminly cold machine.

SAFE was created in two basic steps, with the first being the development of a machine-assisted dissemination system; the second was the development of some models of analysts' private files. The MAD (Machine-Assisted Dissemination) operation worked in the following way. All dispatches were formatted, and then an initial computer scan of the text compared each word against words in a dictionary. If the proper words were present in the dispatch, and were in the proper order, then the item was disseminated.

To solve the problem of handling the private files of the analysts, they elected to microfilm the documents and build computer-based indexes to them. The indexes were built online and were subject to certain limitations on size and complexity, but the actual design of an index was up to the individual analyst.

The SAFE system is expected to be completed in 1984 and will provide intelligence analysts with a highly reliable, dynamic set of tools. The system is intended to be a 24-hour-a-day, 7-days-a-week operation, and along with the microfilm will provide:

1. faster distribution of incoming intelligence,
2. improved organization of and retrieval from central and personal computer or hardcopy files,

3. procedures for composing and coordinating information, and
4. indirect access to other intelligence community and commercially available computer systems.

The system will be implemented in phases, with the first phase including a "message analysis" module which processes and formats incoming messages, then disseminates them. SAFE is intended to reduce the amount of paper, while providing analysts with faster, more complete mail receipt, and offering the analyst a more complete and accurate information retrieval system.

The Role of the Library

It would seem clear that librarians must begin to give serious consideration to what the library of the future may look like. Certainly, the technologies discussed here will greatly effect how we function in the future. It is obvious that the "traditional" library will be feasible for some time to come, but it is important that the profession identify the actions needed to move us from dealing almost exclusively with print on paper to dealing with electronic media.

Lancaster points out that there are two major facets of the situation to be considered:

1. How will the library apply electronics to the handling of electronic materials?
2. How will the library apply electronics to the handling of printed, microform, and other

materials, assuming that materials of this type still require processing, and how will the electronic processing of these materials be integrated with the electronic processing of the electronic materials?

The first question is the one which needs the most attention, while the second is represented somewhat by the automated systems already in existence--such as automated acquisitions, serials check-in, and circulation systems.

For each of the present activities now performed by libraries, we need to consider 3 questions for the future: (1) will it remain the same; (2) will it exist in some different form; or (3) will it not exist at all? Also, some thought needs to be given to new services not currently available that will be fruitful in the electronic library.

It is probable the library of the future will be a center in which access to data bases and data banks will be possible. Where trained personnel will be available to assist the user in the exploitation of these resources. Even in the electronic world, surely there will be a need for libraries to collect, catalog, and index materials of a purely local interest. An industrial library will still need to retain its own literature--correspondence, technical reports, etc.--and see that it is indexed and readily available. There may also exist libraries which index selected portions of the literature forming a base of highly specialized information.

Assuming that libraries will still "collect" materials in the electronic world in the future, what will be involved in the selection and subsequent collection of materials? Presumedly, a library collects materials in order to make them more accessible to the population they serve. One would think that in the electronic world that physical accessibility will hardly be the problem. "Intellectual accessibility", however, may be the purpose of tomorrow's library. In other words, libraries will tailor their information to the needs of the particular interests of their users. In such an environment, a library might endeavor to select, from a universe of available resources, those items that have a high probability of being of interest to library users. The object of this selection is to make these items more intellectually accessible to the users by utilizing more precise indexing procedures. Libraries would construct profiles of interests and regularly match them against the data bases to obtain primary data newly added.

It would seem likely that librarians as well as other types of information specialists will still be needed in a paperless system. People of this type would certainly be needed for the indexing and abstracting of the primary literature. They would also be needed to construct the indexing vocabularies required for the efficient exploitation of machine-readable data bases. Although online terminals will be very possibly widely available, some type of an online referral service will most likely be needed. It is quite probable that we will still need information specialists who are familiar with the resources available and know how these

resources can be tapped. Even in the electronic world, there will still be individuals who are willing to let others compile and present the information they need.

It is hard to believe that books will ever die out completely, and most likely libraries will continue for quite some time to grow in size and complexity. We will see, though, an increasingly number of books and other printed sources being relegated to a reference function, mainly accessible to specialists. Active research information, in increasing volume, will be stored on magnetic tape, disk, and in microform. The Government Printing Office is already converting much of its massive amount of publications to microform, and the trend will likely continue.

CONCLUSIONS

It is clear then, that with the exponential growth of information, that conventional methods of information handling will soon become obselete as well as inhibitively costly. This will certainly effect the accessibility of such information unless steps are taken to automate procedures to process this massive amount of information. Computer processing is becoming increasingly economical in comparison to other techniques, and offers the best opportunity for increased accessibility.

We seem to be presently in an interim phase in which machine-readable data bases exist side by side with printed data bases. The computer is used to produce a conventional printed publication which is also distributed conventionally. This must certainly

change in order to advance into the electronic age. At some future date there will certainly be a crossover from electronic production of print to electronic publication and dissemination. This same evolution will also take place with primary literature, though it is predicted to lag somewhat behind the development of secondary publication.

The paperless society seems to be a very real possibility even by the end of this century. There is a growing need to study the implications of these rapid technological changes for publishers, libraries, and individuals concerned with using and producing information. If we do not begin now to plan for such a future, we may very well not be ready to meet the challenge.

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THE FRENCH DRIVE FOR INFORMATION ASCENDANCY: LA TELEMATIQUE

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ABSTRACT

Since 1975, France has devoted a large share of its resources to developing an integrated telecommunications system. France plans to make the telephone network the fundamental component of an information-based society. This network, the télématique, will tie phones, TV, facsimiles, computers and other elements into a matrix. A tradition of centralized social planning enables France to pursue this program aggressively. Nationwide placement of terminals has begun. The social impacts of rapid innovation are being discussed. This paper traces development of the télématique and points out some implications for the U. S.

A nationwide program is affording France the opportunity to become the first "wired nation." Many current developments in France are familiar to Americans: automation of factories and offices, penetration of cable television and computerization of all sorts. However, the forces and processes and debate behind these advances make for an interesting comparison with those in the U. S.

GOVERNMENT LEADERSHIP AND THE NORA-MINC REPORT

National Discussion

A government-led drive aims at linking home and business terminals with massive databases, consumer services and other integrated electronic schemes. This program is the most visible component, for French citizens, of their government's groundwork for an information economy.

The Paris government is funding the largest share of research, production and installation of computer-based telecommunications systems. Its main agent is the huge Centre National d'Etudes des Télécommunications-- rather like a nationalized Bell Labs. Besides technical initiatives, the government has fomented discussion on ameliorating economic dislocations as old jobs are replaced by new ones. There seems to be a need in French publications to hash out the adjustments families, workers, schools and political institutions will have to make to accommodate this pioneering program.[1]

Teaching us how to think about the computerized society may become France's biggest contribution to late twentieth-century thought.

Economic Incentives for France

Since the time of Colbert and Louis XIV, France has had a

1. R. J. Raggett, "French DGT Forges Ahead on Telematique Project," Telephony 201, 24 August 1981, 62-64.

centralized economic system. In the post-World War II period, seven national "indicative plans" have set economic and sociological goals for the nation, providing both implicit and explicit policies for governmental implementation. Centralized economic planning, while establishing voluntary rather than mandatory objectives for the private sector, is more influential than in any other Western democracy.[2]

Having penetrated world markets since 1945 in areas such as motor vehicles, electrical equipment and other finished goods, France in the 1970's, as did the U. S., lost markets to Japan and the developing countries. Productivity lagged in the traditional industries-- the smokestack sector. The 1973 oil embargo disrupted industries relying on petroleum and emphasized the fragility of energy-intensive means of production.[3]

The Nora-Minc Report

The seminal document of France's information-systems program is a report by Simon Nora and Alain Minc, commissioned by President Giscard in 1978.[4] The Nora-Minc report addressed technological, financial and sociological issues raised by computerization. The report was a bestseller and its most lasting contribution to information science may be the coinage of la télématique to describe the

2. Arthur S. Banks et al., Economic Handbook of the World: 1981 (New York: McGraw-Hill, 1981), 153.

3. Ibid., 153-154.

4. Simon Nora and Alain Minc, The Computerization of Society (Cambridge, MA: MIT Press, 1980).

new systems.

La télématique is the "merger of computers, telephone and television into a new kind of digital code, a single yet differentiated system that allows for ... interaction between persons or computers 'speaking to' computers."[5]

The Nora-Minc document is a plan of action and a reasoned analysis, in the best traditions of the land of Descartes, of the information-fueled democratic society. The computer revolution "will alter the entire nervous system of social organization."[6] Micro- and minicomputers will decentralize decisionmaking and governments may lose their present stake in communications "if they do not provide themselves with the means to become a partner in a game where they can no longer be the master."[7]

The authors present a scenario, borrowing from Ivan Illich, of small groups of citizens talking to each other and the agencies of governance in a huge feedback-loop, arriving at decisions by consensus. The State provides linkages, switching centers and the tools of electronic conviviality. Information becomes socialized, like electricity or railroads.[8]

IMPLEMENTATION OF THE TELEMATIQUE PROGRAM

While the Nora-Minc report engendered lively discussion of a

5. Ibid., vii.

6. Ibid., 3.

7. Ibid., 29.

8. Ibid., 136-140.

philosophical nature, the more practical proposals have been quickly acted on by the governments of Giscard, Pompidou and Mitterand. Major advances in digital telecommunications had taken place previous to Nora-Minc. In 1975, Giscard had assigned the top priority in the Seventh Plan to modernization of the telephone network-- a sick joke among Europeans. The Post, Telephones and Telegraphy Ministry (PTT) was authorized to spend thirty billion dollars to improve internal telecommunications.[9] Years-long waits for residential hookups and frustrating efforts to achieve a dialtone were to be corrected, and the most advanced national network in the world instituted. Exports of télématique systems (for it was a system that was foreseen, not patchwork with incompatible bits of equipment) were to be a major source of earnings and a French presence abroad, especially in the U. S.[10]

With its authority over phones, television and state-directed industries, the Paris government has conducted largescale trials of télématique components in an amazingly short period of time, and is spreading the matrix across the nation. The most immediate goal is the replacement of telephone directories by touch terminals.

In the Ille et Villaine region of northwest France, outlined in Figure 1, about 1,500 phone customers were provided directory

9. Joel Stratte-McClure, "French Telecommunications," Scientific American 243 (Sept. 1980): 26-28.

10. Ibid., 33-35.

terminals in April 1981. After the successful trial, 300,000 further devices were to be placed in Ille et Villaine in 1982. Thirty-four million of the terminals will be provided to telephone subscribers by 1991.[11]

Each nine-inch CRT, of a generic line of Minitel products from four manufacturers, costs the government about $250. Volume production, including sales of Minitels through Tymshare, Inc., in the U. S., is aimed at reducing that to $100. The PTT expects the replacement of paper directories by giveaway terminals to be cost-effective, considering the costs of paper, printing and distribution of paper versions. The number of directory assistance operators will also be reduced.[12]

Figure 2 shows what the terminal user sees in being led, by menu, to a listing.

Figure 3 is a "page" from the professional listings, formerly the Yellow Pages. The arrow indicates a display ad purchased by a garage.

Figure 4 is the display ad summoned by the subscriber. Type face, layout and use of logos are highly manipulable.

Figure 5 is the flow of data in the directory system used in the Ille et Villaine trials. The user's terminal is at upper left.

11. France. PTT, "La Télématique" (pamphlet, n.d.); France. Intelmatique, Télétel/Videotex (Paris: Intelmatique, 1982), 33, 45.

12. "Turning Téléphones into Terminals," Business Week (1 October 1979), 88-90; PTT press releases.

Figure 1. Areas of Telematique Installations.

MAPS ON FILE ☞

4 010
FRANCE

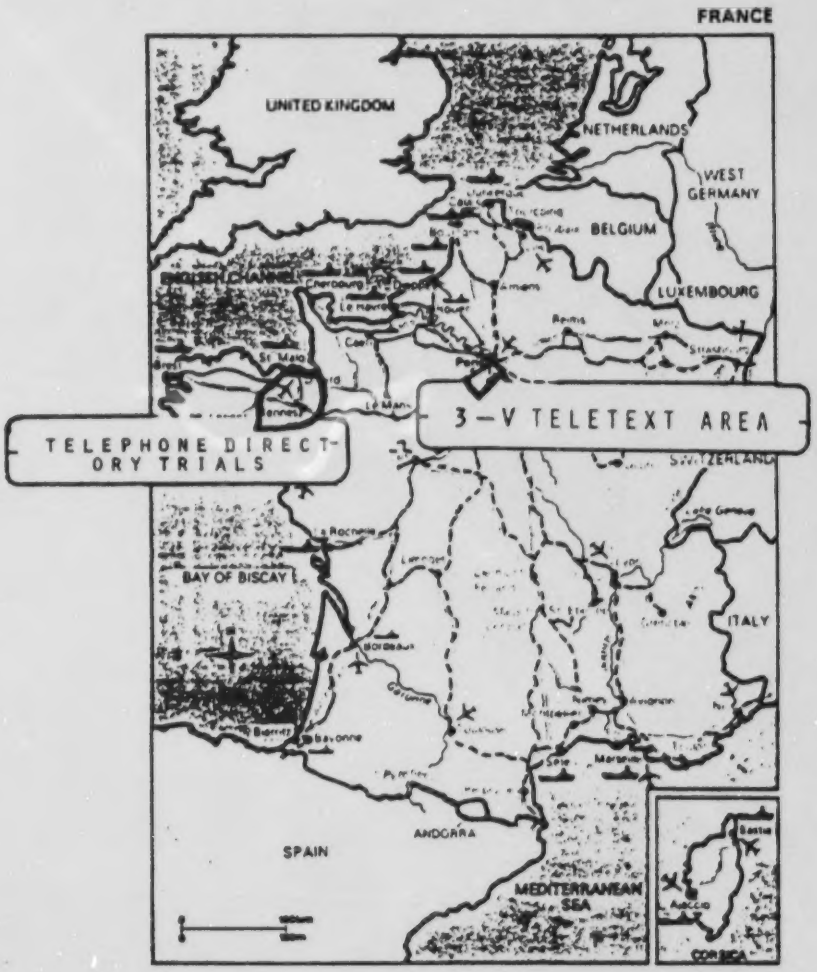


Figure 2. Electronic Directory Screen (adapted).

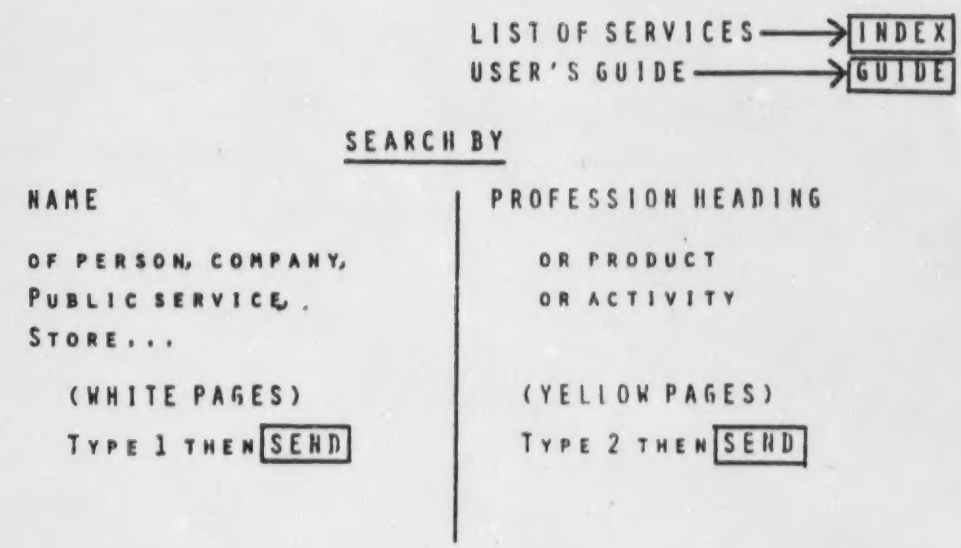


Figure 3. Electronic Directory Professional Pages Listing (adapted).

SALE AND REPAIR OF AUTOMOBILES

SAINT MALO

01 AUTO—OUEST (99)56.05.69
AV GEN PATTON

→ 02 CARROSSERIE MALOUINE (99)52.00.22

TOUCH NUMBER FOLLOWING ARROW
FOR FURTHER INFORMATION

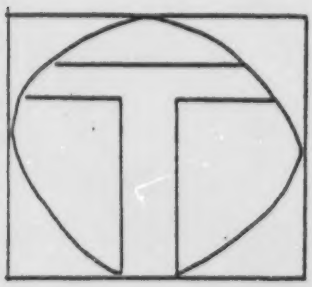
CONTINUATION OF THE LIST ⟶ NEXT

Figure 4. Electronic Directory Display Advertisement (adapted).

CARROSSERIE MALOUINE

AV GENERAL DE GAULLE
35405 SAINT-MALO

(99) 52.00.22



EMILE BERTHELOT GERANT
YOUR TALBOT DISTRIBUTOR

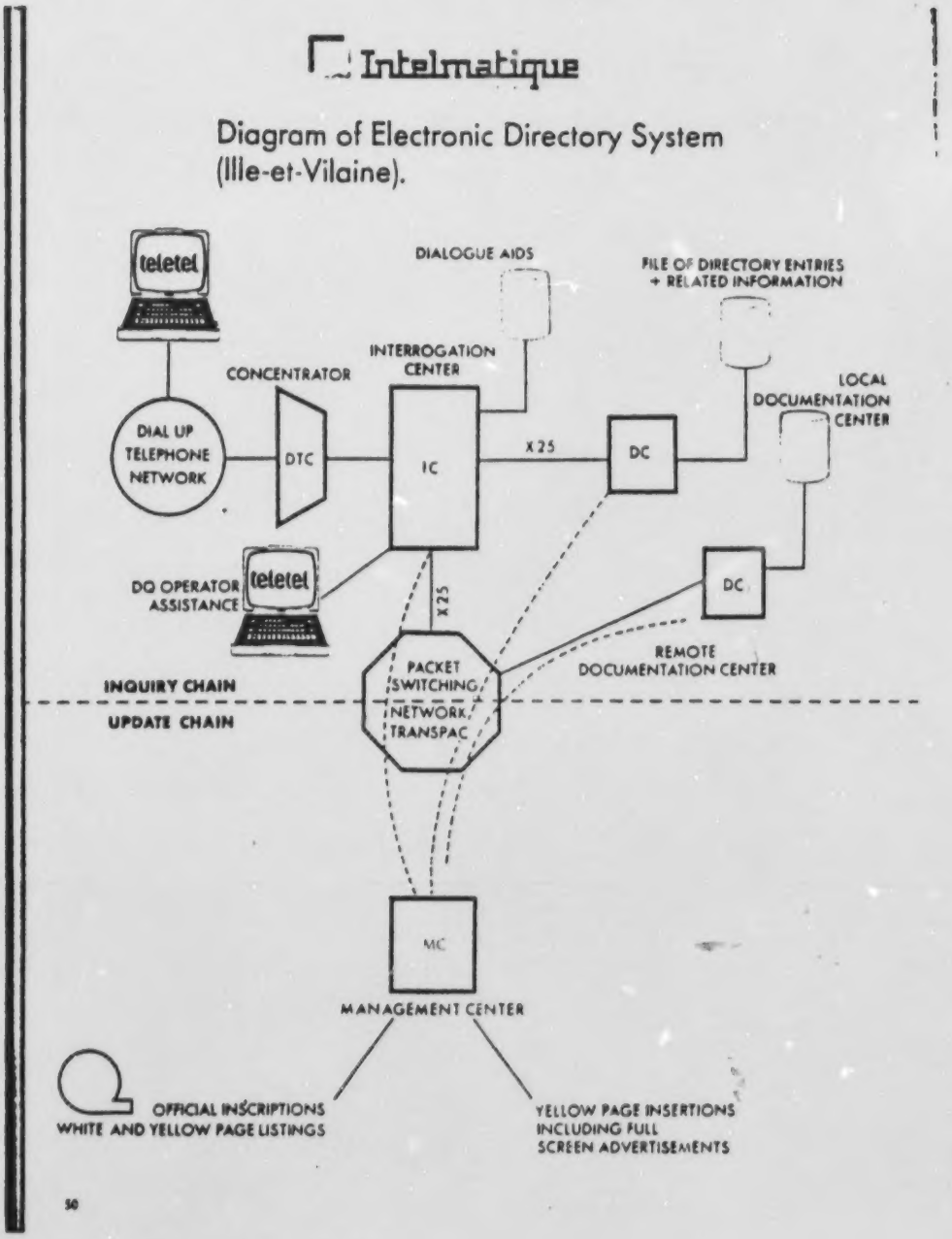
EXCLUSIVE DINITROL CENTER

—BODYWORK

—PAINTING

—ACCESSORIES

Figure 5. Electronic Directory Configuration.



From Teletel/Videotex, Paris, 1982.

The Directory Terminal Concentrator (DTC) is the interface with data transmission links for service access. One DTC serves about 20,000 subscribers.

The Interrogation or Inquiry Center (IC) conducts the dialogue with users and conveys searches to the appropriate Documentation Center (DC) when the search has been correctly formulated. An IC serves 200,000-500,000 users.

The DC holds white- and yellow-pages listings for a region, and associated listings such as companies' inhouse directories. The DC serves up to 3,000,000 subscribers. It is here files are reorganized with updated listings. The PTT's directory assistance (live) operators use this databank, too, for personal assistance.

Updated listings, including changes of address for white/yellow pages; and additional professionals' ads as they are purchased, are sorted through the Management Center. The MC assigns classifications to professional listings.[13]

The electronic directory is very user-friendly. Spelling errors are not critical. Unfamiliar users can be led through a question and answer sequence; "old hands" can bypass this mode and get to listings quickly. Whereas conventional PTT yellow pages list 4,500 headings, over 9,000 are provided by terminal[14]-- a service librarians can empathize with, and laud.

13. France. Intelmatique, Teletel/Videotex (1982), 49-51.

14. Ibid., 33.

Figure 1 also shows the locale of a concurrent trial of fully interactive teletext, dubbed Télétel, in three suburbs of Paris: Versailles, Velizy and Val de Bièvre-- hence "Télétel 3V" as the project's name. These communities have been proffered electronic banking and shopping and access to databases. One hundred seventy vendors provide transport schedules, language lessons, headline news, Bourse reports and an electronic mailbox, among other services. Participants have numbered 2,200.

Unlike the free telephone directory service, users in Télétel 3V pay for access, but so far very little. Average cost for about 115 minutes of connect time per month has been $2.00-- much cheaper than even ERIC![15]

The most salient aspect of the directory and teletext programs is commonality of hardware, software and (a French coinage) "mixware," the user-driven accessing procedures. In the future, the directory Minitel will access Télétel videotext.

Another component is the "smart" credit card. It is embedded with an 8Kbit memory chip that debits the holder's account at the point of transaction. The smart card will be used at home with the Télétel system and at stores with appropriate terminals.[16]

Marketing in the U. S.

The télématique sales agency, Intelmatique, has had the smart card tested in trials by a Minneapolis bank. Cable TV systems in

15. Ibid., 39-40.

16. France. Intelmatique, "Smart Card," n.d.

this country use the Antiope software, common to the Télétel and electronic directory systems, for cable-fed teletext. The Minitel genus of terminal, perhaps the Citroën Deux-Chevaux of CRTs, is marketed by Tymshare, Inc. A long-distance facsimile device is distributed here by 3M.[17] The fruits of the grand programme have arrived on U. S. shores. As the French sales force gains marketing experience, their mix of compatible products may attract wide sales.

CONCLUSION

The télématique program is highly centralized in direction. Government agencies are the sources of new materials, products and patent applications. After government-funded R & D, the planners in Paris assign production to manufacturers, many of which were nationalized after the 1981 Socialist election victory. The prime télématique contractors are CSF Thomson, CII Honeywell Bull, Alcatel and Matra. Installation is accomplished by the national telephone authority (PTT) and the television authority.

This centralized direction is in contrast to telecommunications policy in the U. S., where decentralization of telephone service (furthered by the AT&T breakup) is the rule. Computer research and production is also in the private sector (albeit highly supported by the military) with IBM, Apple and all the others competing within their market segments. Technical standards are

17. "Télématique News" (August 1981), 2.

the domain of the private producer, or are worked out by varied professional organizations (IEEE, ASCI, ANSI) and Federal agencies. Cable TV is distributed by a system of local franchises awarded on a city-by-city basis.

Whereas Paris is the political, economic, cultural and financial center of France, our activities spread from the Silicon Valley to Wall Street to Washington and Route 128 and many places in between.

A French-style, sustained program of computerization of day to day services is unlikely under our political economy. Terminals will arrive in our homes when we make the purchase decision.

Yet France, by assigning two skilled analysts like Nora and Minc to conceptualize the information society; by getting a terminal into the hands of the majority of the citizenry; and by designing a fairly seamless telecommunications system, can show us much. It will be worth following the discussion within this society as it grapples with questions of distributive justice, education and governance in this new age.

We will surely hear more about la télématique as it spreads from Paris across the vineyards and villages of France.

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THE CAUSES, MEASUREMENT, AND PREVENTION OF JOURNAL MUTILATION IN AN ACADEMIC LIBRARY

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ABSTRACT

The causes of journal mutilation in the academic library are given and the types of patrons guilty of the act are discussed. A measurement system for journal mutilation is proposed which accounts for all such incidents reported by patrons or discovered by the bindery staff. Beneficial aspects of microforms for journal preservation are considered. Preventative measures to match each type of mutilation are listed.

One of the most frustrating experiences any of us has is to come upon a bound volume in our library with an article ripped out of it.

We recently had a volume turned in at the periodicials window at UNO and it had six articles ripped out of one issue. It was interesting because the first person who found it after the articles were ripped out made some comments in the margin. Successive patrons then made their own comments. "The person who did this is a real $*@!" The next person commented, "I agree!" and the third person suggested what could be done to the person who had torn the articles out.

Another bound volume had a whole issue of Natural History torn out which was one-fourth of the entire volume.

I think a letter to Library Journal a few years ago by a librarian probably reflects our sentiments. The person said to the editors of a photography magazine that she wished they would begin issuing their magazine with perforated pages and nothing on the back so they could be easily ripped out by patrons who enjoyed photographic life studies!

I will be examining journal mutilation only and I have not dealt with book mutilation or theft of any sort.

Let me first deal with classifying some of the causes of journal mutilation in the academic library. Usually, more than one of the causes is at work in a case of journal mutilation. The first is a well-documented cause of journal mutilation: the installation in an academic library of an electronic security system.[1] The premise seems to be that if the mutilator can not steal the thing they wish, whether book or magazine, they will simply tear the information they want out of the material.

The second cause of mutilation is the frustration that builds up in the patron. We are all probably familiar with the situation of going to the library to photocopy an article only to find that all the copiers are broken or all have long lines which turn a ten-minute job into a hour job. The confusion or lack of easy access at the reserve desk is probably the second largest cause of frustration. Certainly, an uncaring staff and physical barriers also prevent people from getting the material they would normally get and

cause frustration.

Recently, the Regents put a $50.00 registration surcharge on university students. The anger built up in the registration process could be taken out on the library as a representative state institution when the students come over from registration and have to look up some materials they need.

Theodore Hines at University of North Carolina at Greensboro, explored the whole concept of the frustrated user rather extensively eight years ago in an article entitled "Theft, Mutilation, and the Loss-To-Use Ratio."[2] This contribution, apart from examining and criticizing the library from the frustrated user's point of view, contributed a concept that I think is very beneficial to libraries; that is the loss-to-use ratio. It simply says that in two similar libraries some mutilation is bound to occur and those two libraries should have similar mutilation rates. However, one of the libraries may be used twice as much as the other one and so may have only half the problem of the other library. As you can see, it isn't so much the amount of mutilation, but rather the ratio of the mutilation compared to the use of the library. I do not think very many libraries compile this data on a regular basis, but I think if they are collecting the statistics that will allow them to compile the ratio, it is a revealing statistic.

A third case of mutilation is the pressure situation which exists in the academic environment. Our students are under personal, social, and academic pressures simply because they are students, which cause them to behave erratically from expected normal behavior

at times. Most of us are familiar with the student who puts a few prime magazines in a special place behind a set of encyclopedias or hides them under a stack of magazines in a particular area so that they can come back and get them. This is probably a common example of the pressured student. We are also familiar with the entire class of students who are assigned to write on the same topic. Those students, hopefully, go to the reference desk early enough that we can detect the problem. But I think our professional schools probably experience this kind of mutilation cause more often than others. As one medical librarian put it, "The surgeons of tomorrow are practicing their technique on our magazines today."

The fourth and final cause of journal mutilation is certainly the worst. It is one without a readily identifiable cause because it has to do with the environment in which each individual is raised and it is simply the result of orcish behavior.[3] Orcs, as you know, if you're from around the realms of the middle earth, were identified by J.R.R. Tolkien as being creatures who really did not care what a mess they left behind them as they went through the land. In fact, they frequently left a trail of debris and garbage and uprooted plants with little thought for those who must use the land and the environment after them. I think that is probably a very accurate description. These characteristics have a kind of fantasy or an unbelievable quality because we can not imagine that there are those among our patrons who are so selfish and who hold themselves so outside society's standards of conduct. Yet there seems to be no other easy way to identify this cause of mutilation.

Measuring journal mutilation is related to how we approach the prevention of mutilation in the library. I think most of us probably discover mutilation in two ways. First, the bindery person finds a good deal of mutilation in preparing magazines for the bindery. At UNO, we estimate that 50 percent of our mutilation is discovered this way and we bind about 400 volumes each month. The second common way of discovering mutilation is for patrons to report it to us. We think about 50 percent is reported in this way at the service window which adjoins the current periodicals area. There, if it is not Time magazine, L'Express, or Sports Illustrated, or one of the weeklies that are going to get worn out anyway, we order replacement pages.

Replacement pages are the best method of measuring mutilation available to us. There are a few other methods that are often used with which I have some problems. They have their uses, but I do not think they are quite as good as replacement pages.

The first of these is the cost to the library found by adding the mailing, postage, photocopying, and the staff costs, then dividing by the number of transactions to arrive at an average price for each mutilated article. It is similar to the measure of the time unavailable to patrons which is also used. This measure simply counts the days before the information is back in the magazine. I think these measures are useful, but they measure the effects of the mutilation and not the amount or extent of the mutilation. These are best used in making an appeal for a larger binding budget.

These measures are not so good if you are in a resource sharing arrangement, because there the costs are reduced. They are not a reflection of the extent of the true difficulty that is caused to the library and the patron because we have been so efficient in replacing the material!

I have some difficulty with the third type of measurement which is the survey for detecting mutilation. I do not believe that a shelver, for instance, can pick up a bound volume and easily detect mutilation that has occurred. You can not tell that a number of pages have been removed simply by examining it without opening it and taking time to thumb through the whole set. When you have over 4,000 journals it is a bit extreme. The survey method must rely on a few journals. When you use in your sample Sports Illustrated and Reader's Digest, as was done in two major reported survey situations, then you are not getting to the heart of the problem. This brings us back to the replacement page as a very useful measure of both the use of the journal and the extent of the mutilation taking place.

In the first table you will see that the growth and extent of the problem can be easily tracked by recording the number of replacement pages which must be ordered each month. You see that our problem was small in September. It grew steadily through December and was really at crisis level from January to March, spurring us to greater effort during the summer months. This was our first discovery at UNO of the real extent of the mutilation that was occurring. In the second table, you will see the Top Ten Mutilated Journals at UNO Library. I think this kind of table is probably the most useful

Table 1

REPLACEMENT PAGES ORDERED AT UNO LIBRARY
September, 1981-April, 1982

Month	# of Pages	Month	# of Pages
September	42	January	146
October	68	February	142
November	20	March	188
December	162	April	319

Table 2

Top Ten Mutilated Journals at UNO Library

September, 1981-May, 1982

Title	# of Pages	Index or Subject	Format
1. Journal of Criminal Law and Criminology	91	Social Sciences Index	Bound
2. Journal of Family Issues	84	Psychology	Bound
3. American Sociological Review	58	Social Sciences Index	Microform
4. Academy of Management Journal	53	Business Periodical Index	Bound
5. Banking Law Journal	52	Business Periodical Index	Bound
6. Audubon	43	Reader's Guide	Bound
7. Food Technology	40	Science	Bound
8. Journal of Nonverbal Behavior	38	Psychology	Bound
9. American Film	33	Film	Microform
10. Smith College Studies in Social Work	30	Psychology	Bound

kind of table for publicity and making people aware of mutilation in the library. It is rather effective to call up a department chairperson in criminal law, for instance, and point out that the journal in their particular subject area is the No. 1 victim of journal mutilation. It is also useful to point out to the business college that two of their journals are in the Top Ten. And by looking at the index or subject of the journal you can do this kind of analysis and point out that out of the top ten two are presently being replaced by microform. This table is also very useful for adding to articles in the local campus newspaper which I will touch on later.

The third table shows the binding practices for different journals by index. Note that nearly 60 percent of the magazines indexed in Reader's Guide are preserved in microform. Five of the seven mutilated journals listed in Reader's Guide are put in microform so you can see that there is evolution going on without any planned intent. Reader's Guide journals are slowly being changed over to microform as a natural process. Business Periodicals Index, on the other hand, has 75 percent of its journals bound and four of the six which received replacement pages are in bound volumes rather than microform. Finally, you can see that the Social Sciences Index, with only 9 percent preserved on microform had twelve of thirteen mutilation incidents out of the bound volumes. We have to examine the journals in Reader's Guide and Business Periodicals Index which were mutilated to see if they should be put in microform and without question, the Social Sciences journals should be reviewed.

TABLE 3

BINDING PRACTICES FOR JOURNALS BY INDEX

SEPTEMBER, 1981-MAY, 1982

	READER'S GUIDE			BUSINESS PERIODICAL INDEX			SOCIAL SCIENCE INDEX		
	#	% OF THOSE RECEIVED	# WITH REPLACE. PAGES	#	% OF THOSE RECEIVED	# WITH REPLACE. PAGES	#	% OF THOSE RECEIVED	# WITH REPLACE. PAGES
BOUND	40	30%	2	156	74%	4	244	91%	12
MICROFORM	80	59%	5	48	23%	2	25	9%	1
CURRENT YEAR ONLY	15	11%	0	6	3%	0	1	0%	0
DON'T RECEIVE	45			90			30		
TOTAL	180			300			300		

At UNO, we have a Binding Practices Statement which states quite clearly that if a magazine is a problem title by virtue of mutilation or heavy use, we will use microform as a means to preserve it. I think this table is our best argument after we have made that sort of decision with a journal to demonstrate that it is a necessary method of preservation. It will not satisfy the faculty member, but it certainly will justify our actions. It is a no-win battle where we can occasionally have a standoff.

Let me dwell for a few moments on microforms. I think looking at this chart you can't help but think about your microforms situation. It is interesting that one of the first surveys done about microform as a solution to mutilation was done here in Nebraska. It was done in Kearney by Ron Martin in 1972.[4] In that article, there were really no loose ends; there was really no question but that microform was the solution. We would probably raise a few more eyebrows today if we concluded that microform was the only solution. We are not quite so naive as to think that we can put everything in microform, but at that time the librarians surveyed felt quite clearly that if there was mutilation occurring, microform was the answer. Whether you share that view or not, it is probably happening by an evolutionary process.

I am encouraged by many of the things in the microform versus paper problem which faces us all. I think the thing that encourages me the most is that it is the journals in the popular indexes that get the heaviest use and so (referring back to the loss-to-use ratio) our mutilation, because it is occurring in those indexed journals,

is probably not the worst problem that we have in the library.

A second encouraging thing is that we can easily justify and purchase microform because of the data we have collected on replacement pages on the heavily used journals. I have mentioned our Binding Practices Statement and I think that it is our best justification for selecting and converting certain journals.

The third thing which pleases me is that the mutilation occurring in our journals has a partial solution in a dual access approach to preserving journals. "Dual access" simply means that when we choose to convert a title to microform we also nonpermanently bind the paper issues for about $1.00 or one-sixth what it costs if permanently binding it. We keep these nonpermanently bound volumes on the shelf for one, two, or three years until they fall apart without any attempt to replace pages since we do have the information on microfilm. This helps answer the faculty member and the patron who really doesn't want the material to be put in microform.

The final encouraging thing is that we are getting some highly specialized indexes which not only index materials, but provide the material in fiche format. The best example of this at UNO is the American Statistics Index, which we purchased for about $5000 and which has all of its information in a special set of fiche. We have found at UNO that some of the journals such as the Federal Reserve Bank publications, are essentially reproduced in whole on these fiche that accompany the ASI set. When the business college is expanding as rapidly as it has been, that is a comforting thought.

Let me conclude with some preventative measures for mutilation in the academic library so that you don't think that I think microform is the only answer.

For the first type of mutilator, the casual mutilator, there is an answer in a low-key, persistent publicity campaign, both in the library and in the various campus media. For the frustrated mutilator, the best solution is going to be well placed photocopiers, an easy to use reserve system, good staff, and a lack of physical barriers.

I think if you ask yourself, as any good service operation should, if you are doing things the way you are doing them for the patrons' convenience or for your own convenience, the solution to many of the frustrated mutilator's problems will come clear. You will have a better operation for asking the question.

For the third type of mutilator, the pressured mutilator, there is no easy solution. Faculty enlightenment so that everyone does not get the same assignment is a start. Heavy use of the reserve room for the more difficult assignments and real contact between the faculty member and the student so that the faculty member knows what each student is working on would help. If the student were reluctant to remove information knowing that the faculty member could identify him or her by the subject matter, it might be a deterrent.

Finally, for the orcish mutilator, microform has to be the best solution. All you can hope to do is to catch an Orc at work sometime and when you do I hope you make him squeal!

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EVER HEAR OF ACCESS SERVICES?

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ABSTRACT

Access Services is essentially a new concept for the phase of library use: after library instruction for the patron; after Technical Services for the material; but before requiring reference assistance. This paper addresses what exactly is access services, how it interfaces with other library departments, and a variety of concerns which are unique to this unit.

My paper takes a different tack to the same problem we have been discussing for the last day and a half--getting the patron and the material they want together quickly and easily.

Currently there is a concept in the United States toward creating a new divisional concept in libraries. Traditionally, we have had Public or Reader Services, Technical Services, and at times Central Services. This new area, however, is called Access Services.

I analyzed the jobs appearing in American Libraries for 1982. I found only three advertisements for Access Services: one in New York, one at Stanford, and one at the University of Tulsa, Oklahoma. The latter was the only ad to appear for

the midwestern tier of states.

I would like to read a part of this ad. "ACCESS SERVICES LIBRARIAN. New position, reporting to the associate director for public services, will be responsible for the administration of the access services department, which includes circulation, reserve collection, interlibrary loan, current periodicals room, stack maintenance, and collection security." Candidates were expected to have the regular type of experiences and education. "Preference will be given to candidates who have experience with interlibrary loan (including the OCLC subsystem), automated circulation and electronic security."

Now that you have heard a general description of the responsibilities of the division head, what does this new division claim as its territory? It includes all library concepts inherent in the patrons completing their mission to their satisfaction. It is the phase when the patron is on her/his own, after having received library instruction; but before seeking a reference librarian's assistance. Essentially, it is the concept of the patron locating the material or information she/he is after and leaving the library with the desired material in hand. This is a simple concept, but not at all simple in practice.

Access Services allows, actually encourages, the patron to obtain her/his own information. It takes a second-party-stance as opposed to Reference's one-on-one outlook. The result of

Access Services role is equal to the often discussed statistical unknown--those patrons who come into the library, find or locate whatever they do or do not want, and leave either satisfied or dissatisfied. (Hopefully satisfied).

Access Services is logically a hybrid between certain traditional Technical Services and Reference Services functions. However, it is totally a Public Services unit in its philosophical outlook.

The Access Services area interfaces with other library departments and units very well. For example, it is the culmination of Technical Services work when combined with patrons. It is different from its sister areas of Reference and online searching. In these two areas the librarian assists the patron in obtaining material and information; in other words, guided assistance. Interlibrary Loan can be defined as either a part of Technical Services, Reference Services, Public Services, or Access Services.

The concerns which are unique to Access Services and are separate from the other departments include accessing material in whatever format it is found in the library. Policies in Circulation and Interlibrary Loan must insure that the material is equitably available to all potential clientele of the library, including the handicapped; the patron who only wants "a very short article to complete this darn assignment"; the patron who wants something light to read while relaxing;

and the patron doing research. In other words, all aspects of circulation, such as checkout policies, renewals, and other daily routines, are of direct concern to the Access Services division.

Reserves, by its very definition, fits directly into the patron's need for ready access of material. Therefore, this is another logical subgroup of Access Services.

Another concern is the need for security of the material destined to be accessed which includes mutilation concerns and security systems.

One of the larger concerns of Access Services is the material which makes up the library's collection. This is a critical issue. Access Services is an outgrowth of the closed vs. open stacks debate. Philosophical discussions continue over the direct shelf approach vs. the browsing approach of patrons to locate what they want.

In my opinion, Access Services underwent its gestation period in the stacks. In other words, the stacks of our larger libraries have given birth to the concept of Access Services. Circumstances in these stack areas made libraries think about: procedures and policies for shelving material, collection management, stacks maintenance, shelfreading, shifting, shelf arrangements, floor plans, space assignments, types of shelving, formulas for stack capacity, unique shelving needs of the material, specifically trained staff, the height of ranges as it limits some patrons from accessing

or obtaining a volume from the top shelf i.e. for the short or wheelchair-bound patron, and lighting.

Conservation is a sister to stacks concerns in Access Services, because without material there is nothing to access. Much has been recently written on conservation. Those concepts which are most critical are environmental concerns such as lighting, humidity, and temperature. Secondly is the cleaning of the building by the janitorial staff.

Exactly where to place responsibility for periodicals is a grey issue which requires more thought. Their shelving and maintenance needs are similar to those of stack materials. Binding procedures, however, may not necessarily fit well into a definition of Access Services in your library.

Automated circulation moves the philosophy of Access Services closer to being a reality, in my opinion. It enables better management control of the collection and more efficient circulation policies.

Other miscellaneous concerns of this new division are storage whether in-house, out of building, or compact shelving; copiers, because often the patron only wishes to find material, copy it, and leave; signage; staffing or personnel management to meet this new division's unique needs; and building maintenance from roof leaks, air conditioning, humidity, and mold, to elevators and stairs. Also the planning for, but hopefully avoiding, disasters is still another concern.

Questions for today's librarian's include: When does a library create such a new division or department? Each library must decide for themselves when such a position is needed because of collection size, demand on the collection, level of dissatisfaction registered by patrons, and/or the problems with accessing material in general.

What type of person is best suited to fill such a position? First the administration will need to decide which areas of concern apply to your library and state which areas will be included in Access Services. Then ideally, locate someone who has had experience in all of these areas. If not, they should have experience in one or more areas plus be willing to learn about the others. But most importantly is their willingness to look at the library as an inter-related system, yet through the eyes of the very naive patron.

Why think about Access Services? It is beneficial to the library to have one division whose primary concern is the patron's need to access material. Access Services meets this need on a day-to-day basis. Secondly, Access Services' goal is to analyze the patron's potential problems--then attempt to resolve these problems before they occur utilizing problem solving, psychology, and a systems approach. Besides wouldn't it be nice to have one division dealing solely with irate patrons.

LITERATURE CITED

University of Tulsa Libraries, Access Services Librarian position advertisement. American Libraries 14, No. 3 (1982), p. 186.

IS ON-LINE REFERENCE A VIABLE INFORMATION RESOURCE FOR SMALL LIBRARIES?

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[This paper was presented on videotape. Print copy was not available for publication.]

OBTAINING USER INPUT INTO LIBRARY POLICY DECISION-MAKING

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ABSTRACT

Although library patrons are directly affected by library policies, they are rarely consulted during the policy decision-making process and thus may regard those policies as arbitrary or irrational. Early in 1982, McGoogan Library patrons were involved as partners in the decision-making process by means of a user survey distributed to all regular library clientele. Results were tabulated via SPSS. Based on survey findings, library hours and study room policies were changed, and additional data were obtained for use in long-range library planning. The survey proved to be a valuable administrative tool for incorporating patron needs into the decision-making process.

In the Spring of 1982, the McGoogan Library at the University of Nebraska Medical Center was faced with a mid-year budget cut of three percent and a number of significant problems in need of solutions. Some of the problems included: (1) student requests for extended hours of service and an administrative need to reduce

hours as a cost-saving measure; (2) a significant increase in the cost of subsidizing interlibrary loan services for our primary clientele; (3) numerous complaints from patrons about our study room policies, insufficient library seating, and circulation policies; and (4) staff concern about our current journal shelving practices. The temptation to find "quick and dirty" solutions for these problems was strong; instead, we chose to do things right, instead of fast, by first obtaining complete information about the extent of the problems and then instituting only those changes which were truly warrented by the situation.

SURVEY DESIGN AND DISTRIBUTION

Since most of the problems surfaced due to patron complaints, it was decided that patrons should have a strong role in the decision-making process used to identify solutions. It is a recognized principle of conflict resolution that the most satisfactory solutions are those which meet the needs of all concerned parties. Library policies and procedures are designed specifically to provide services to patrons. Why, then, should persons most directly affected by those policies not have a voice in their creation?

A user survey was therefore distributed in February, 1982, to all Medical Center faculty, staff, and students. A total of 480 responses were received, for a return rate of approximately 19.2 percent. By status, the respondants included 48 percent students, 37 percent faculty, 11 percent house officers and staff, and

4 percent non-UNMC affiliates. While the overall response was somewhat lower than we would have preferred, we felt that it represented the opinions of that portion of our primary clientele who are most interested in library services, and that persons who were not interested enough to return the survey would not greatly care about the outcome.

Lowell Martin, in a 1976 article in Library Trends on User Studies and Library Planning, points out that it is imperative in designing a user study to determine at the outset exactly what information is needed and to define its purposes as precisely as possible, since this will determine what data are to be collected and the size and cost of the investigation. Every question should be subjected to a rigorous test of whether the information is really needed and exactly how it will be used.(1) In our case, the purpose of the survey was to elicit the opinions of our clientele concerning possible solutions to problems which they or the library staff had identified as high priority targets for library planning efforts. Survey respondants were to be given all of the data relevant to making informed responses to questions. The cover letter explained that the Library was facing a significant budget cut, and that the results would be used to determine the reallocation of library resources. When a suggested solution for a problem had an identifiable cost, that cost was fully explained. Respondants were told, for example, that it costs a minimum of $11.85 per hour to staff the library at night, and that a 9:00 p.m.

closing on Friday night (two hours earlier) would result in an annual savings of $1232. In questions of library policy not involving an easily quantifiable cost, such as circulation and study room policies, the current policies were fully explained, and respondants were asked to state their degree of satisfaction both with the current policies and with certain suggested changes. Three criteria were used in deciding on both the questions and the suggested alternative solutions. First, the library staff had to be willing to accept any option chosen by a significant number of respondants. Second, the staff had to be willing to forego any option which was not acceptable to a significant number of patrons. Third, informational questions (eg. status and frequency of library use) had to have a real purpose. No "fishing expeditions" for irrelevant but interesting data were allowed. In general, the questions involved policy changes with a price tag which would affect the library's budget, (specifically hours of operation and interlibrary loan fees) or policies without direct financial implications but which were causing distress to some library users or staff. The latter included circulation policies, study room policies, an apparent need for additional library seating, and procedures for the shelving of current journals.

It was recognized that the status of the respondant could strongly affect his or her response to certain questions. For that reason, the Statistical Package for the Social Sciences (SPSS), with its facility for producing cross-tabulated reports,

was chosen to record the results. In each case where there was a strong difference of opinions by status of the respondant, the responses of the user group which would be most affected by any change received closer consideration than the overall response.

HOURS OF SERVICE

The mid-year reduction in our budget base made it imperative to consider a reduction in library hours as a cost-saving measure. At the same time, however, students were campaigning for an extension of hours beyond our normal 11:00 p.m. closing time. Although this request was necessarily denied, we were concerned that any reduction in hours be at those times which would least affect our patrons. Survey respondants were therefore asked two sets of questions concerning hours. In the first set, they were asked to rank the importance of maintaining current hours during certain specified time periods (Monday through Thursday, Friday night, during the summer, etc.). Overwhelmingly, maintaining current hours Monday through Thursday ranked as most important, while maintaining current hours on Friday night and during the Summer was considered least important.

In the second set of questions, respondants were asked to indicate the extent to which they personally would be inconvenienced by specified reductions in hours of service. In this area, there were often significant differences in the responses by status. For instance, while 61 percent of all respondants said

that closing an hour earlier Monday through Thursday would have no effect on them, almost 32 percent of the students said that an early closing would cause them great inconvenience. It was therefore clear that no reduction in weekday hours should be considered.

Respondants were also given a choice of alternative schedules for reduction of weekend hours. While maintaining current hours on Saturday was a high-priority concern for most respondants, more than 40 percent, including 30 percent of the students, indicated that a reduction to four hours on Saturday would cause them no inconvenience. There was, however, a strong preference for an afternoon schedule rather than a morning schedule. This response led us to consider a previously unidentified option of opening later on Saturday morning rather than closing earlier in the afternoon.

Many responses did confirm previous suppositions. We had felt strongly that a 9:00 p.m. closing on Friday night would not greatly inconvenience our patrons. 79 percent of the respondants agreed with us, with no significant variations by status. The only major concern of students was that an 11:00 p.m. closing be maintained on the evening prior to major examinations.

As a result of the survey findings, the decision was made to close two hours earlier on Friday evening and to open two hours later on Saturday morning. In addition, it was decided that hours would be extended until midnight on the evenings prior to Conjoints, the major monthly examination required for all UNMC students, and National Board Examinations. These reductions have resulted in an

annual savings of approximately $2800 per year, with virtually no complaints from patrons.

INTERLIBRARY LOAN FEES

The McGoogan Library has traditionally assumed all interlibrary loan fees for its primary clientele, at an average cost of $4.50 per item for requests filled within the Regional Medical Library Network. Because of the budget reduction, we were forced to consider for the first time passing on some interlibrary loan costs to the requester. Survey respondants were therefore asked to indicate the extent to which their use of interlibrary loan services would be affected by the imposition of fees at four different levels. The response showed that a fee of $1.00 per request would have little effect on any user group. A $2.00 fee, while reducing interlibrary loan usage somewhat, would still be acceptable to the majority of library patrons. At $3.00 per request, a fee would be a definite constraint on the use of interlibrary loans, and at $4.50 per request, 55 percent of the faculty respondants and 63 percent of the students said that the fee would prevent them from requesting interlibrary loans. We therefore decided that the maximum realistic fee to impose on UNMC users would be $2.00 per request.

We also decided, however, not to impose interlibrary fees at this time. Practically, interlibrary loans fill gaps in a library's collection, and philosophically we believe that patrons

should not be expected to pay for what the acquisitions budget cannot support. Therefore, we see this service as an obligation which we should continue to provide to our primary clientele without charge for as long as possible. As further financial constraints are imposed on the library's budget, however, it may become necessary to reexamine our philosophy!

LIBRARY SEATING

In dealing with patron complaints, there is often a dichotomy between the situation as perceived by the patron and by the library staff. UNMC students, for instance, frequently complained of insufficient library seating, particularly during the week prior to major examinations. Usage counts by library staff during the same time periods showed only a 50 to 60 percent occupancy rate of available seating. However, it was also obvious that while all individual study tables and carrels were fully occupied, the abundant lounge-type seating (about 35 percent of the total) was underutilized, and large study tables seating four persons were rarely occupied by more than two. We therefore became suspicious that the amount of seating was adequate, but that the type of seating was wrong. The survey confirmed this suspicion. Small study tables seating one to two persons, or individual study carrels with dividers were overwhelmingly preferred by most respondants, while lounge chairs or sofas were rated as least acceptable by two-thirds of the respondants. Patron preferences therefore

dictate that long-range planning for the library should include the gradual replacement of lounge furniture with small study tables, and that the long-standing practice of "converting" small study tables to other uses, such as tables for computers or audio-visual equipment, should be reversed.

STUDY ROOM POLICIES

The most controversial questions in the survey dealt with policies for the use of the library's seven locked study rooms, as well as the eleven unlocked rooms which are available on a first-come, first-served basis. The locked rooms were restricted to faculty, graduate students, and visiting researchers, who paid a $1 deposit for the room key and were guaranteed exclusive use of the room. The user was allowed to retain the room for a month or until the key was recalled. Since the policy was loosely interpreted, and keys were recalled only when another user requested a room, rooms were rarely available to new users without a wait. Undergraduate students, who were not eligible for locked rooms, also complained loudly when unoccupied rooms were not made available to them at times when unlocked rooms were full. The Reference Department, which is responsible for controlling access to the rooms, was equally dissatisfied with the existing policies, since reference staff, as the "enforcers" of the policies, were the front-line recipients of complaints.

As with questions concerning library hours, respondants were

asked first to indicate their degree of approval of existing policies. In general, there was approval of the existing policies regarding use of the unlocked rooms, with little difference according to the status of the respondant. There was much less agreement concerning locked room policies, however, with decided differences according to status.

After the initial indication of support for existing policies, respondants were asked to rank their degree of support for eight suggested policy changes. Of the options presented, respondants most favored restricting the use of study rooms to UNMC personnel and reducing the period of use of locked rooms to two weeks. Surprisingly, there was little support for the options of restricting the use of study rooms to groups only, or for the elimination of all locked rooms.

More unsolicited commemts were generated on the subject of study room policies than in any other area. The comments, more than the formal response itself, pinpointed the real areas of controversy. Students resented the fact that apparently empty locked rooms were unavailable to them, and that unlocked rooms were often illegally "reserved" by leaving personal belongings behind when going to class or on personal errands. Comments repeatedly pointed out our deficiencies in enforcing existing policies. To quote one faculty member: "I've given up trying to get a locked study room. Your main problem is not effectively enforcing the one month policy and collecting the keys!" Or, as an undergraduate student

stated succinctly: "Your policies are not followed by students or enforced by library personnel, didn't you know that?"

We plead guilty. As a result of the responses, the locked study room policy was immediately revised. While the restrictions on eligibility of users was retained, the number of locked rooms was reduced to three, in response to the need of undergraduates for more unlocked rooms; the time period was reduced to two weeks, with one renewal permitted, to make rooms available to more eligible users; and the policy is now rigidly enforced, complete with overdue notices, fines for late keys, and circulation blocks until keys are returned. As a result of the strict enforcement, the users of both locked and unlocked rooms are satisfied that their needs are being met, and complaints concerning study room use policies have virtually disappeared.

CIRCULATION POLICY

The McGoogan Library's circulation policy is an interesting mixture of liberal and restrictive, in that while journals, both bound and unbound, do circulate, books circulate for only one week with a single one-week renewal permitted. The policy is designed to provide maximum availability of the collection to users, since journals comprise both the largest and the most heavily used part of our collection and we rarely purchase multiple copies of monographs. The policy also makes no distinction by status of the user, so that undergraduate students and department chairmen are

all governed by the same policy. Nevertheless, there were user complaints about the policy, and some library staff members also felt that the policy should be revised. We therefore decided to ask our users for their opinions on the subject.

In general, we found that respondants are satisfied with the existing circulation policy, although one-third did feel that the loan period for both books and journals is too short. We also asked respondants if they feel journals should circulate at all. Interestingly, while 90 percent felt that bound journals should circulate, only 78 percent favored the circulation of unbound issues. Several comments called for differential loan periods for faculty and students. Since respondants are generally satisfied with the policy, we decided not to change it at this time.

CURRENT JOURNAL DISPLAY

The final question on the survey dealt with the need for a separate display area for current journal issues. Since our current journal display bins will accomodate only about one-third of the library's 3300 currently received serial titles, the less "popular" current journal issues are shelved in the serials stacks. The divided location is both confusing for library users and expensive to maintain, in that additional staff time is required for processing and shelving journals in more than one location. Survey respondants were asked to choose between three alternative solutions to the problem: (1) Eliminate the current journal dis-

play and shelve all current issues in the stacks (the solution favored by the library staff); (2) change to a different type of shelving which would permit most of the currently received titles to be shelved together; (3) leave the current display divided, but reevaluate the titles which are designated as "Currents." In general, the response to all three alternatives was neutral, with a slight preference for changing to shelving which would permit the shelving of all current issues together. That solution proved to be impractical at this time, since the cost of purchasing additional shelving to accomodate all currently received titles is approximately $24,000. The fairly strong feeling against elimination of the current display entirely did stop any immediate plans to make the move most favored by the staff.

CONCLUSION

In conclusion, we feel that the survey accomplished its primary objective of providing library users with input into the library's decision making process. Certainly, in every controversial area investigated because of complaints from patrons, the resulting data were used in making decisions which meet the needs of both patrons and library administration. The only ambiguous responses (in the areas of circulation policies and current journal display) dealt with issues that are of more concern to library staff than to patrons. The neutral responses on one hand confirm that the issue does not present a major problem from the patron's point

of view, and simultaneously provide us with assurance that we can deal with the problem through internal decision making processes, without risking severe reactions from patrons.

Martin states: "Policy-making for libraries has been mainly in the hands of professionals; the administrator and staff determine aims and programs for the most part, with trustees furnishing the stamp of approval. This may not be the structure of the future... If and as libraries become more essential, people will seek a more direct and active voice in what they do. The effective administrator of these next years will reach out to this prospect, and the effective practitioner will welcome it."(2)

At the McGoogan Library, we feel that patrons have a right to provide input into the library's decision-making process, and we are confident that we are providing them with every opportunity to exercise that right.

REFERENCES

(1) Martin, Lowell A. "User Studies and Library Planning." Library Trends 24(Jan.1976), pp.473-96.

(2) Ibid.

APPENDIX

MCGOOGAN LIBRARY USER SURVEY

This questionnaire is your point of entry into the Library's decision making process. Please help us by leaving the completed questionnaire at the Circulation Desk; or return it via campus mail to Carolyn G. Weaver, Associate Director for Public Services, by March 1, 1982. Thank you very much for your assistance.

CIRCULATION PERIOD:

The current circulation policy is intended to provide maximum availability of the collection to users. For the first three questions below, please indicate whether the circulation period is (1) too long, (2) too short, or (3) okay as is. If another period is preferable, please tell us your preference.

N (RECODED VALUES: 1 = too long; 2 = okay as is; 3 = too short)

480 1. Books circulate for one week with one renewal permitted. This period is 2.3.
145 The ideal period? 1-3 days = 2.8%; 4-7 days = .7%; 2 weeks = 82.1%; 3 weeks = 8.3%; 1 month = 6.2%

480 2. Bound journals also circulate for one week. This period is 2.6 . The ideal
101 period? 1-3 days = 62.4%; 4-7 days = 10.9%; 2 weeks = 24.8%; 3 weeks = 2.0%

480 3. Unbound journals circulate for one day. This period is 2.3 . The ideal
168 period? 1-3 days = 78.0%; 4-7 days = 20.8%; 2 weeks = 1.2%

4. In your opinion, should journals circulate?
Bound journals: 90.2% Yes 9.8% No (N=471) Unbound journals 78.3% Yes 21.7% No (N=470)

HOURS OF SERVICE:

It costs a minimum of $11.85 per hour to staff the Library at the three essential service desks: Circulation, Reserve, and the Learning Resources Center. If hours of service must be reduced, how important are the following considerations to you? Please rank from 1 (most important) to 8 (least important).

N

458 1.8 Maintaining current hours Monday-Thursday (e.g. 7:30 a.m. - 11:00 p.m.).
452 3.3 Maintaining current hours on Saturday (e.g. 8:00 a.m. - 5:00 p.m.).
447 3.6 Maintaining current hours on Sunday (e.g. 1:00 p.m. - 11:00 p.m.).
448 5.2 Maintaining current hours on Friday evening (until 11:00 p.m.).
448 4.8 Having all three service points available at all times the Library is open.
445 4.8 Providing increased availability to the Library at selected times (e.g. prior to Conjoints, National Boards, etc.).
443 6.2 Having the library open until 11:00 p.m. during the summer months.
447 6.0 Having the library open on Sunday during the summer.

Please indicate the extent to which the following reductions in service hours would inconvenience you. Use the following scale: 1=No effect; 2=Some inconvenience; 3=Great inconvenience.

N

480 1.2 Close at 9:00 p.m. on Friday (annual savings: $1232).
480 1.6 Close at 10:00 p.m. Sunday-Thursday (annual savings: $3301).
480 1.7 Reduce service to 4 hours on Saturday (annual savings: $3512).
Preferable schedule (check only 1):
433 29.3% 8:00 a.m. - 12 noon.
70.7% 1:00 p.m. - 5:00 p.m.

(over)

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HOURS OF SERVICE (cont.)

N		
480	1.7	Reduce hours on Sunday.
356	49.9%	If hours were 1:00 - 5:00 p.m. (annual savings: $4725).
	50.1%	If hours were 1:00 - 9:00 p.m. (annual savings: $1718).
480	1.5	Reduce hours during summer months (June-August).
333	55.0%	Close at 8:00 p.m. Sunday-Friday (savings: $2955).
	45.0%	Close at 8:00 p.m. Monday-Friday and all day Sunday (savings: $5532).

LIBRARY SEATING:

We have received several complaints about a perceived shortage of seating in the Library. Please indicate your personal preference for types of seating. Rank from 1 (top preference) to 5 (least acceptable).

N		
443	2.3	Individual study carrels with dividers
440	2.2	Small tables seating 1-2 people
436	3.1	Large study tables seating 2-4
438	3.9	Lounge chairs or sofas
435	3.3	Group study rooms

STUDY ROOM POLICIES:

Please give us your opinions concerning existing study room policies, using the following scale: 1= Approve of policy; 2= Disapprove of policy; 3= No opinion.
(RECODED VALUES: 1 = Approve; 2 = No opinion; 3 = Disapprove)

N		
		Unlocked rooms:
480	1.2	Study rooms are available on a first come, first-served basis.
480	1.5	Groups have priority over individuals for use of the rooms.
480	1.2	UNMC patrons have priority over non-UNMC patrons.
		Locked rooms:
480	1.8	Use is restricted to faculty, graduate students, and visiting researchers.
480	1.9	Rooms are assigned for a period of one month.
480	1.4	Other persons will not be admitted to a locked room which has been assigned, to assure that materials left in the room will not be disturbed.
480	1.3	Library materials must be checked out to be left in a room.

Proposed policy changes:

On a scale of 1 (strongly approve) to 5 (strongly disapprove), please indicate your support for the following suggested policy changes:

N		
387	3.6	Lock all rooms, and book usage in advance through the Reserve Desk.
419	3.3	Limit unlocked room usage to two hours.
415	3.3	Restrict the use of study rooms to groups only.
415	2.1	Restrict the use of study rooms to UNMC personnel only.
410	3.0	Make locked rooms available to undergraduate students.
401	2.4	Reduce the period for use of locked rooms to two weeks.
404	3.0	Restrict the use of locked rooms to persons who need to leave library materials in the room.
407	3.4	Eliminate all locked study rooms.
		Other_____

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CURRENT JOURNAL DISPLAY:

The current journal display bins will accommodate only about one-third of the Library's 3300 currently received journal titles. Consequently, the less "popular" current journal issues are shelved in the journal stacks. This divided location is both confusing for some users and expensive for the Library in that it requires additional staff time to process journals for multiple locations. In addition, the current display shelving is inefficient in terms of the small number of titles which it can accommodate. On a scale of 1 (strongly approve) to 5 (strongly disapprove), please indicate your support for the following alternative solutions to this problem.

N		
438	3.1	Eliminate the current journal display and shelve all current issues in the stacks.
433	2.5	Change to standard shelving which would permit most of the current journals to be shelved together, but which would not allow for display of the cover.
438	3.0	Leave the current display as is, but re-evaluate the titles which are designated as "Currents."

INTERLIBRARY LOAN:

The Library currently assumes all interlibrary loan fees for UNMC faculty, staff, and students, at an average cost of $4.50 per loan. It may become necessary to pass on a portion of this charge to requesters. Please indicate the extent to which your use of interlibrary loans would be affected if we institute a service charge. Please use the following scale to indicate the effect that each fee level would have on you. 1=No effect; 2=Would reduce the number of items I request somewhat; 3=Would prevent me from requesting interlibrary loans.

N				
480	1.3	$1.00 per request	1.7	$2.00 per request
	2.2	$3.00 per request	2.4	$4.50 per request

YOUR STATUS:

N	%		N	%	
123	25.6	UNMC undergraduate student	6	1.2	UNL/UNO student
105	21.9	UNMC graduate student	5	1.0	UNL/UNO faculty
22	4.6	UNMC house officer	0	0.0	UNL-UNO staff
179	37.3	UNMC faculty	4	.8	Other (specify)
33	6.9	UNMC staff	3	.6	Not specified

On the average, how frequently do you personally use the Library?

		N	%		N	%	
1.	On Saturday:	37	7.7	Every week	2[illegible]	43.8	Less than once a month
		153	31.9	1-3 times/month	72	15.0	Never
					8	1.7	No response
2.	On Sunday:	50	10.4	Every week	180	37.5	Less than once a month
		130	27.1	1-3 times/month	116	24.2	Never
					4	.8	No response
3.	After 6:00 p.m.:	69	14.4	4-6 times/week	104	21.7	Less than once a month
		98	20.4	1-3 times/week	70	14.6	Never
		134	27.9	1-3 times/month	5	1.0	No response

THANK YOU. WE APPRECIATE YOUR INTEREST IN THE MCGOOGAN LIBRARY.